Dorchester County Public Schools
Every Child A Success!

Service Learning

Resource Binder

July 2008

Dorchester County Public Schools
Every Child A Success!

Service Learning Resource Binder

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July 2008

1. Calendar for Service Learning

Service Learning Calendar

August — *Service Learning Resource Binders* distributed to School-based
Service-Learning Coordinators
Orientation for Guidance Counselors
Orientation for new teachers

September — Professional development for all service-learning teachers
Plans for new projects due to Mrs. Vickers, Service-Learning
Coordinator
Survey for Learn and Serve

October — Any semester 1 units completed in middle and high school
Documentation in Power School by teachers

November — Maryland Service Star applications distributed to high schools

December — Maryland Service Star applications due to Mrs. Vickers

January — Maryland Service Star selection committee meets and determines
DCPS representatives

February — Any semester 2 projects completed for high school
Documentation in Power School by teachers

March — DCPS Service Award applications distributed to middle and high
schools

April — Semester 2 projects completed for middle school
Documentation in Power School by teachers
DCPS Service Award applications due to Mrs. Vickers

May — Teachers send class lists & documentation to Mrs. Vickers
Documentation on permanent record cards by Guidance Counselors
Recognitions at schools' awards ceremonies
Survey for Learn and Serve (LASSIE)
Evaluation of program with LEA & School Leadership Rubrics

2. Program Description

Service-Learning Program Description

Overview
One of the graduation requirements in the state of Maryland is 75 hours of service-learning. Dorchester County Public Schools' Service-Learning Program is designed to meet the needs of the community and our students. We emphasize service in grades 6-10 because this age group is at a decision-making turning point in their lives. Participation in dynamic opportunities to serve will impact our students for the rest of their lives. Service-learning projects are infused into the Social Studies, Science, or Health curricula. Students complete all of the hours necessary for the graduation requirement by completing these units. Classes also have the option of choosing other projects that fit immediate community needs. Additionally, students will have the opportunity to complete service projects beyond the curricula and earn service-learning awards.

Project Requirements
Every project must meet the Seven Best Practices of Service-Learning:
1. Meet a recognized community need in health, education, environment, or public safety
2. Achieve curricular objectives through service-learning
3. Reflect throughout the service-learning experience
4. Develop student responsibility
5. Establish community partnerships
6. Plan ahead for service-learning
7. Equip students with knowledge and skills needed for service

Every project must include Preparation, Action, and Reflection. The majority of the time must be spent in the Action phase. This may be through Direct Action, Indirect Action, or Advocacy. All projects must be pre-approved by the Service-Learning Coordinator.

Documentation
The state service-learning requirement will be fulfilled when the student successfully completes 75 hours. Teachers will enter students' hours in Power School when projects are completed. The student's Guidance Counselor will advise any transfer student of their required hours at registration. Service Awards will be given to students who complete 20 or more hours during the school year to design and complete a project outside of school. Juniors and Seniors may also be nominated for the state's Service Star award.

Dorchester County Public Schools
Every Child A Success!

Service-Learning Program: Scope and Sequence

Grade	Service-Learning Units and Projects	
	Social Studies	Science
6	Supporting a Community Food Drive (Partners: Dorchester Community Development Corporation, Salvation Army) Indirect & Advocacy: Meeting Community & Human Needs Curriculum: Ancient History	Protecting the Local Environment (Partner: Blackwater National Wildlife Refuge) Indirect & Advocacy: Meeting Environmental Needs Curriculum: Ecology
7	Bullying (Partners: Character Counts, Dorchester County Health Department) Direct: Meeting Human Needs & Public Safety Curriculum: The World & Its People	Preservation of Aquatic Life in the Bay (Partner: UMD Horn Point Lab) Indirect & Advocacy: Meeting Environmental Needs Curriculum: From Bacteria to Plants, Animals
8	Voting Counts (Partner: League of Women Voters) Advocacy: Meeting Community Needs Curriculum: American Republic to 1877	Vehicle Safety (Partner: MD Kids in Safety Seats) Advocacy: Meeting Human Needs & Public Safety Curriculum: Motion, Forces & Energy
9	Historical Site Awareness & Preservation (Partner: Richardson Maritime Museum) Advocacy: Meeting Community Needs Curriculum: U.S. History Since 1877	x
10	Voter Participation (Partner: Dorchester County State Board of Elections) Advocacy: Meeting Community Needs Curriculum: Government	x

Note:
- Completion of each unit earns 10 hours of service-learning.
- Teachers may select different units that must be pre-approved by the Service-Learning Coordinator.

3. Community Organizations

Dorchester County Community Organizations
July 2008

Organization	Service Topic	Address	Phone #
American Cancer Society	Relay for Life	1138 Parsons Road Salisbury, MD 21801	410-749-1624
American Red Cross	Disaster relief	PO Box 800 Cambridge, MD 21613	410-228-2440
Blackwater National Wildlife Refuge	Preserving the environment	2145 Key Wallace Road Cambridge, MD 21613	410-228-2677
Character Counts! Mid-Shore Community	Education about values and character	507 Court Lane Cambridge, MD 21613	410-228-0030
Delmarva Community Services, Inc.	Senior programs	2450 Cambridge Beltway Cambridge, MD 21613	410-221-1900
Dorchester County Board of Elections	Voting information	501 Court Lane, Room 105, PO Box 414, Cambridge, MD 21613	410-228-2560 410-882-2560
Dorchester Community Development Corporation (DCDC)	Food drive for the needy	435 High Street Cambridge, MD 21613	410-228-3600
Dorchester County Department of Youth Services	Counseling for youth & families	PO Box 434 700 Glasgow Street Cambridge, MD 21613	410-228-9100
Dorchester County Emergency Management	Disaster preparedness	829 Fieldcrest Road Cambridge, MD 21613	410-228-1216
Dorchester County Historical Society	Programs & preservation of historical sites	902 Lagrange Avenue Cambridge, MD 21613	410-228-7953
Dorchester General Hospital- Shore Health System	Medical services for outpatients and inpatients	300 Byrn Street Cambridge, MD 21613	410-228-5511
Dorchester County Health Department: Health Education Programs	Health education	3 Cedar Street Cambridge, MD 21613	410-228-3223
Dorchester County Health Department: Environmental Health	Environmental health concerns	3 Cedar Street Cambridge, MD 21613	410-228-1167

NOTE: STUDENTS MAY NOT VISIT ANY SITES UNTIL THEY ARE PRE-APPROVED BY THE PARENT & CONTACT PERSON OF THE ORGANIZATION. THE ORGANIZATION MUST SUBMIT PROOF OF LIABILITY INSURANCE AND SUPERVISION OF THE STUDENT DURING THE VISIT TO THE SITE.
DORCHESTER COUNTY PUBLIC SCHOOLS IS NOT RESPONSIBLE FOR ANY SITE VISITS.

Dorchester County Community Organizations
July 2008

Organization	Service Topic	Address	Phone #
Dorchester County Public Library	Books, movies, programs for children, computer use	303 Gay Street Cambridge, MD 21613	410-228-7331
		222 South Main Street Hurlock, MD 21643	410-943-4331
Dorchester County Recreation and Parks	Recreational programs	446 Willis Street Cambridge, MD 21613	410-228-5578
Dorchester County YMCA	Health and fitness programs	201 Talbot Avenue Cambridge, MD 21613	410-221-0505
Harriet Tubman Organization, Inc.	Programs to preserve history	PO Box 1164 424 Race Street Cambridge, MD 21613	410-228-0401
UMCES Horn Point Laboratory	Environmental Science programs	2020 Horns Point Road Cambridge, MD 21613	410-221-8419
Humane Society of Dorchester County	Care for animals	PO Box 132 4930 Bucktown Road Cambridge, MD 21613	410-228-3090
League of Women Voters of the Midshore of Maryland	Voting information	PO Box 1724 Easton, MD 21601	410-822-0669 410-463-0457
Maryland Kids in Safety Seats (KISS)	Child passenger safety & safety seat loaners	Baltimore, MD	410-767-5300
Pleasant Day Medical Adult Day Care Center	Medical daycare to elderly and handicapped	2474 Cambridge Beltway Cambridge, MD 21613	410-228-0190
Richardson Maritime Museum	Preservation of local maritime history	401 High Street Cambridge, MD 21613	410-221-1871
Robin Hood Shop	Clothing thrift shop to benefit hospital	416 High Street Cambridge, MD 21613	410-228-6339
Salvation Army	Offers emergency food and housing	200 Washington Street Cambridge, MD 21613	410-228-2442
Salvation Army Thrift Shop	Thrift shop for clothing, household items	442 Race Street Cambridge, MD 21613	410-228-3117
West End Citizens Association	Historic Cambridge tours	1301 Hambrooks Blvd. Cambridge, MD 21613	410-228-7927

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IS NOT RESPONSIBLE FOR ANY SITE VISITS.
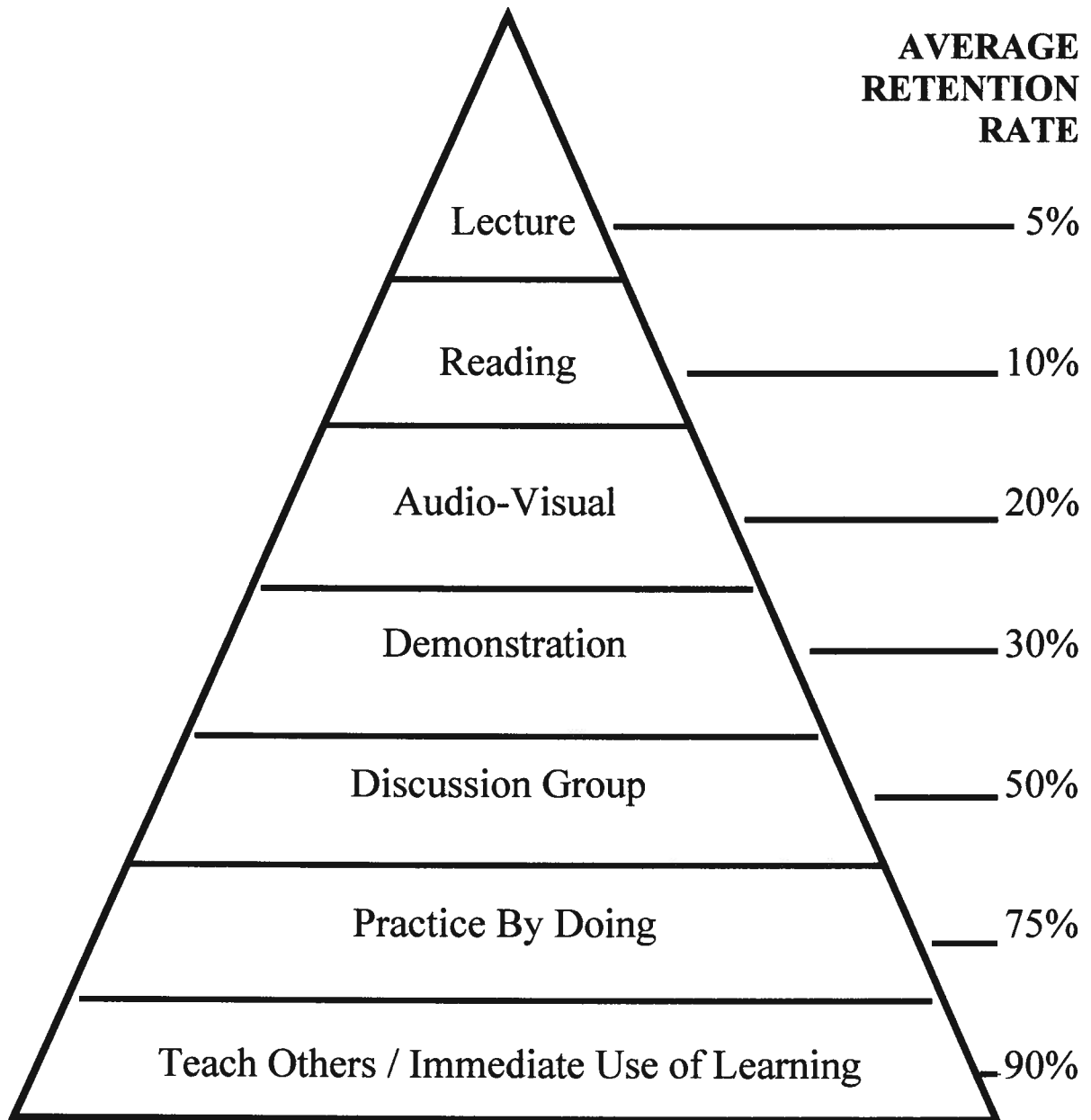
4. Components of Service Learning
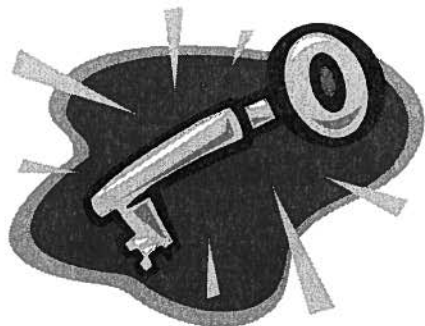
Service-Learning

Service-learning is a teaching method that combines meaningful service to the community with curriculum-based learning.

Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning.

-Learning in Deed

LEARNING PYRAMID

AVERAGE
RETENTION
RATE

Lecture	5%
Reading	10%
Audio-Visual	20%
Demonstration	30%
Discussion Group	50%
Practice By Doing	75%
Teach Others / Immediate Use of Learning	90%

National Training Laboratories – Bethel, Maine

Service-Learning Outcomes

Brandeis University conducted a study of a number of service-learning programs in 1996-98.
They found service-learning had the following:

Student Outcomes

• •   Benefitted a wide range of youth

• •   Improved academic achievement

• •   Helped students learn useful skills

• •   Resulted in a positive impact on certain risk behaviors
(ex: reduction in teen pregnancy)

Agency Outcomes

• •   99% rated their experience with the program as good or
excellent

• •   96% reported they would use participants from the
program again

• •   90% indicated that participants helped improve their
services to the community

• •   66% acknowledged student service created a more positive
attitude towards working with schools and toward youth in
the community

Source: *Brandeis University, Center for Human Resources and Abt. Associates Inc, Learn and Serve*
Evaluation Interim Report

Service-Learning

by definition includes:

Preparation

Action

- •Direct

- •Indirect

- •Advocacy

Reflection

The Seven Best Practices of Service-Learning
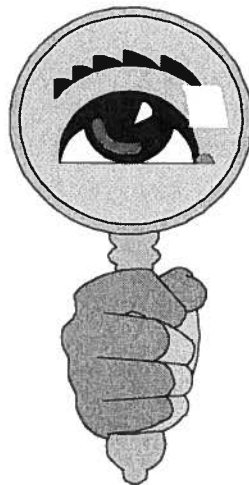
1   Meet a recognized need in the community

2   Achieve curricular objectives through service-learning

3   Reflect throughout service-learning experience

4   Develop student responsibility

5   Establish community partnerships

6   Plan ahead for service-learning

7   Equip students with knowledge and skills needed for service

The Best Practices of Service-Learning are the seven essential components identified by Maryland teachers that make a successful, high quality service-learning experience.

Preparation for Service

• • Introduces the concepts of service-learning and good citizenship

• • Teaches leadership, interpersonal and communication skills

• • Explores specific issues related to the project

• • Develops specific skills needed to carry out the project

• • Requires the solving and strategies   use of problem organizational

Direct Service

Tutoring, Mentoring, Visiting the Elderly...

Students Learn:

• • To be responsible for their own actions

• • To be dependable

• • To make a difference in another person's life

• • To solve problems

• • To care for another person

• • To focus on the needs of others, and put one's own problems in context

• • To get along with people different from one's self
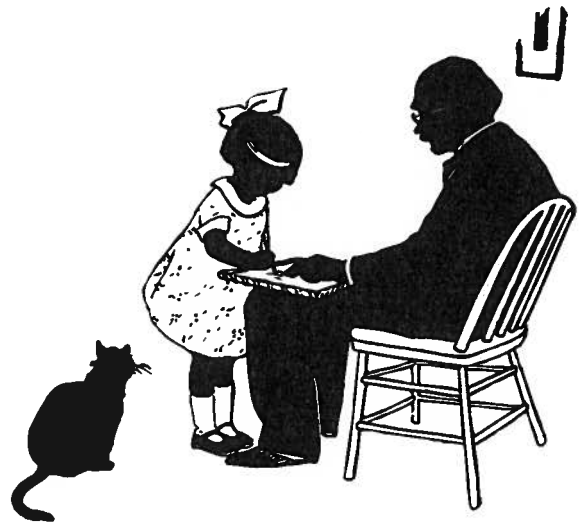
Indirect Service

Drives, Collections, Fund raisers, Clean-ups, Construction, Environmental....

Students Learn:

• • To work in a team and cooperate

• • To play different roles in a group

• • To take pride in an accomplishment

• • To organize people to get a job done

• • To involve others (recruit them to help)

• • To perform project-specific skills

• • To value working with others to solve problems

Advocacy

Lobbying, Speaking, Performing...

Students Learn:

- • To persevere

- • To articulate a concern and suggest solutions
- • To persuade people to act in a new way

- • To understand relationships among issues

- • To appreciate the duties and privileges of citizenship

- • To appreciate the political process

Reflection

• • To explore the impact and importance of citizen service to the community

• • To understand how to learn from experience

• • To develop a language of caring and commitment

• • To instill habits of participation as an expectation of citizenship

Reflection Tips

• • Attend to broader issues as well as personal experience

• • Encourage creativity

• • Use diverse activities

• • Have students structure some of the reflection sessions
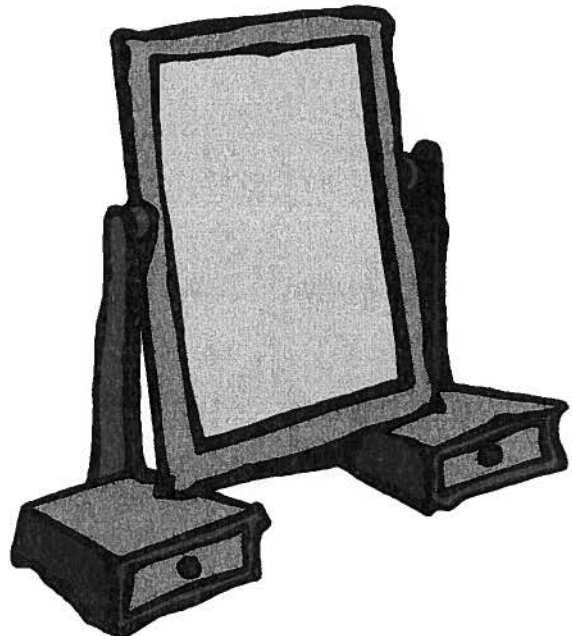
Levels of Reflection

I.   Facts

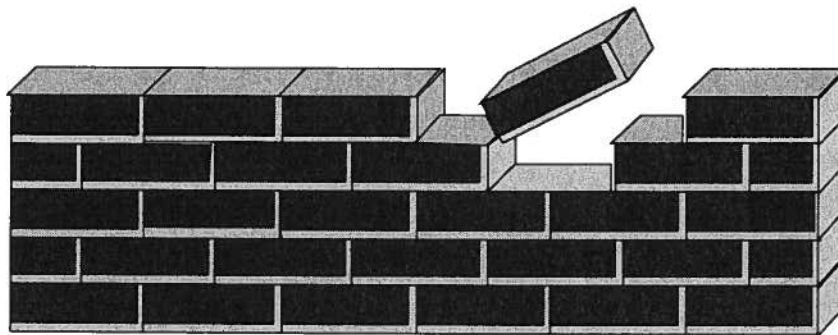*What happened?*

II.   Implications/Causes

What does it mean?

III.   Evaluation/Feelings and Thoughts

How do we feel?
What do we feel?

IV.   Solutions

What should we do?

SAMPLE REFLECTION QUESTIONS

I.   **FACTS:** Questions ask: what? who? where?

1.   What are 4 things you smelled, saw, heard or touched?

2.   What was the course of events?

3.   Describe the people you met today.

4.   Describe the place we were in today: light, color, decoration, ventilation.

5.   Describe the equipment we used.

6.   Describe what we did to prepare for today.

7.   Name 5 things that stuck in your mind about today.

8.   Describe some of your interactions.

9.   What did the people look like?

10.   Did you work by yourself or in groups?

11.   In two words describe the atmosphere of the place.

12.   Were there other volunteers?

13.   What was the best/worst thing that happened today?

14.   _____

15.   _____

16.   _____

17.   _____

18.   _____

II. IMPLICATIONS: Questions ask: why?

1.   (Pick item from list recorded during fact-finding session)

    a.   Why do you think $\underline{X}$ happened?

    b.   What are some other reasons $\underline{X}$ might have happened?

2.   Explain why the course of events progressed as it did.

3.   If we had done $\underline{Y}$ activity instead of $\underline{X}$ now would things have been different?

4.   Why do you think we chose $\underline{X}$ activity instead of a, b, or c?

5.   Why were we with $\underline{X}$ people?

6.   Why were we at $\underline{X}$ place?

7.   What did the "body language" of the people tell you?

8.   What is a "typical day" for one of the people you serve?

9.   Do all the people there know each other? Do they welcome strangers? Why? or why not?

10. How do people being served first get involved?

11. What do you think made the atmosphere of _____ (place) _____?

III. EVALUATION: Questions ask: how do you feel...?, in your opinion...

1.   How did you feel when we first got there; how did you feel when we left?

2.   What made you feel that way at first?

3.   At what point did your feelings change? Describe what happened.

4.   What did you learn about yourself?

5.   What did you learn about your peers?

6.   What did you learn about the population served?

7.   What did you do today you were particularly proud of?

8.   How are you different/similar to other members of this group?

9.   How did differences strengthen the group?

10.   In what instances did being different help and hinder the group members?

11.   How are you different/similar to members of population served?

12.   Who assumed leadership roles during the activity?

13.   How did the group respond to the leader?

14.   What would have happened if this group had been larger or smaller?

15.   What would you do differently if you were starting the activity again with the same group?

16.   What would you like to say to the group members?

17.   How is your life similar to or different from theirs?

18.   If you were one of the people you served what would you think of youself?

19.   What other needs do you think the people you served have?

20.   How did the place make you feel (compared with other places you've been like home, grandma's house, school, grocery store, library)?

21.   How did the people's response make you feel?

22.   How did your opinion of the people (or situation) change from when we started?

23.   How does this experience compare with others you've had?

24.   Do you think these people are unique? Why/why not? _____

_____

IV.   **SOLUTIONS AND APPLICATIONS:** Questions ask: what next?

1.   What problems did you see today?

    a.   What could we do in our group?

    b.   What could each of us do on our own?

        c.   What larger scale projects could be done?

        d.   How could society better deal with the problem?

2.   What would you like to learn more about from what we saw/learned today?

3.   How could your solutions apply to the problem of other groups?

4.   Can you apply anything you learned here to other situations in your life?

SERVICE-LEARNING WITH STUDENTS WITH DISABILITIES

Introduction

Students with disabilities are recipients of many special education and related services. Consequently, they are perceived as persons in need of assistance and are seldom seen as people capable of giving assistance and making positive changes in the community. Service-learning provides an avenue through which students can improve their self-images and interact in their community with dignity.

Engaging students with disabilities in service-learning projects is one of the most positive things you can do for them during the course of their education. Throughout their lives, children who are "different", who have "special needs", are usually the recipients of service from others. Sometimes, this is just fine. After all, everyone needs help now and then. But depending on the spirit in which this service to them is performed and on the amount of input they, the recipients, may have into shaping the service they receive, it may not be a positive experience. Particularly if the help always comes from peers and always goes only in one direction. They may grow to feel more like victims of service than beneficiaries. They may feel that they have nothing to contribute to others; after all, the helping only goes one way.

Getting them involved in service-learning is one way to turn the tables--to empower them to have an active role in the school and community, and to give them the experience of being the helper rather than always the helpee.

And service is an essential part of being a good citizen. As people with disabilities speak out to demand their rights, which are long overdue, they can strengthen their case by making a contribution to their communities by helping others. They can take on the responsibilities of citizenship.

Even with the inclusion efforts happening in schools all across the country, isolation from non-disabled peers and from the community at large is an ongoing problem for young people with disabilities. By planning activities that include non-disabled peers, service providers, and members of the community, students with disabilities are more fully integrated into their community.

How does it benefit students?

Students can benefit personally, socially, and intellectually from preparing for, performing, and reflecting on service. On a personal level, serving can raise students' self-esteem, help them overcome fears about being in the community, help them learn and practice appropriate social skills, help them be more resourceful about solving problems, expose them to job-related skills, identify their strengths, talents, and interests, and make better use of their leisure time.

Socially, serving in the community helps students see themselves as role models, raises awareness of the needs of others, gives students another perspective on their own abilities and limitations,

and promotes better interpersonal and communication skills.

Intellectually, performing service helps students learn material in class, expands their knowledge base, and gives them added incentive to achieve academic goals. By giving students a real world application to what they learn in class, retention of knowledge increases.

Performing service also makes a difference in how they are perceived by the rest of the school and by the community at large. They are seen as capable, contributing members of society.

Service-learning can also help drive the process of inclusion. As others in the school observe the contributions made by the students with disabilities, they grow to respect the unique capabilities of the group. Rather than seeing the students as a drain on resources, others come to see them as an asset to the school.

It also provides a much needed focus for integrated activities. Often groups of students with and without disabilities are brought together under the umbrella of "special friends" or "circle of friends" groups. The purpose of these groups is to integrate the students with disabilities into their peer groups. A much more natural approach is to bring the students together for the purpose of performing a service project. In this way, they work together as a team, as peers. The focus is on working together to achieve a goal, rather than on being together to provide "buddies" to the students with disabilities.

How should I select projects?

To make service-learning a positive learning experience, it is important to program for the strengths of your students and adapt for their weaknesses. This is not to say that you can't involve a student in a project that will help ameliorate a skill deficit--just make sure you're building on his/her strengths. For kids who traditionally have little success in the academic arena, this is a valuable chance to shine in school.

Try to match your students' strengths to the projects. Some strengths are better for some projects than others. For example, a student with difficulty in writing and auditory processing will likely become very frustrated if asked to write letters from dictation for a frail senior citizen. But that same student might love to tell stories and conduct bingo games with the nursing home residents.

Service projects for students with disabilities are in spirit the same as projects designed for students without disabilities. Students work together, accomplish goals, assist in making positive changes--all within the structure of preparation, action, and reflection.

What have students with disabilities done?

There is an unlimited number of possible projects to do with students who have disabilities. Here are a few Maryland examples.

<u>**Students with moderate intellectual limitations and severe to profound physical disabilities**</u>

When the Outreach students (a class of students with moderate intellectual limitations, some of whom had severe and profound physical or sensory disabilities) arrived at Cockeysville Middle School in September 1993, they immediately spotted the courtyard which was overgrown and dull. With permission from the administration, the students (under the guidance of teacher Pat Barget and instructional aide Cathy Koslowski) began to prepare for sprucing up the courtyard. The students composed a short letter requesting some bulbs, mums and a dogwood tree from a local nursery. One of the students typed it on the computer and everyone signed it. Within a couple of days, they got their supplies and began to work in the courtyard.

Once they got involved, other teachers wanted to join them. The art teachers made Halloween decorations (haunted house painted on wood, and stuffed scarecrows) with the Outreach students and other seventh graders. They want to make seasonal items to display and decorate the courtyard all year long. The shop teacher is helping the students make a bird house.

One of the students is non-verbal and uses sign language so Pat and Cathy used this experience to increase her expressive and receptive language skills. Another student is in a wheelchair and they found that she couldn't participate in planting flowers because she couldn't reach the ground. Their next project will be to build wheelchair-accessible planters.

This project has been a great public relations activity for the Outreach program. It has increased the students' visibility within the school and provided a vehicle for interdisciplinary activities.

Students with learning disabilities, emotional disturbance or mild intellectual limitations

Ginny Cunningham's 7th and 8th grade science students at Chesapeake Bay Middle needed some motivation and something to help them feel important. She, with the help of Jill McCutcheon, planned a project that brought their studies in health and nutrition to life.
Once a month, the students prepared casseroles to donate to Our Daily Bread, a large soup kitchen in Baltimore. They took their casseroles to the soup kitchen and spent about 2 hours each month preparing sandwiches and setting up the lunch room. Because of the age restrictions of the soup kitchen, they were not allowed to serve lunch to the hungry people who lined up for a meal each day. They also brought seasonal artwork to brighten the walls of the place.

The students prepared by learning about service, about poverty, and about nutritional needs of the human body. The director of the soup kitchen came to talk to them about poverty. They reflected through discussion about their experiences.

The students loved the experience. They told their teacher it made them feel good to help, they learned a lot about people in poverty, they enjoyed the "field trip" each month, and it helped bring them closer as a class.

Students with moderate to profound intellectual and physical limitations

Arlene Dorsey's students at the William S. Baer School were involved in an indirect service project--making craft items and decorations for a nursing home. The students did the shopping for the materials, constructed them, and small groups delivered the items to the home. On one of their shopping trips for materials, they went to a local mall. Several of the students used

wheelchairs, and were again frustrated about having to go to a special door, wait for a maintenance worker, and be led through the mall to the freight elevator in order to get to the stores.

As they began talking about their frustration, they realized that they were not the only ones inconvenienced; there were many people with disabilities, elderly people, and people with children in strollers and carriages who could not manage the stairs either. They decided to do something about it.

The class labored over letters to the management of the mall and arranged a meeting to voice their concerns. They were persistent and insistent! Not only did they want an elevator--they wanted a glass elevator so that they would not become victims of crime while inside the elevator.

After a few months, their persistence paid off. The mall installed an elevator--a glass one. The students continue their watchdog advocacy project--their next project is getting the mall management to install automatic doors at the mall entrances.

Students with and without disabilities serving together

At Harper's Choice Middle School, students with severe disabilities were taught in separate classrooms. David Patterson, a special education teacher, decided to use service to try to break down the barriers between regular and special education students. Working with the 7th grade science teacher, he developed a year long series of environmental service projects linked to the science curriculum. Students performed the projects in teams--teams in which the special education students were included.

The students planted marsh grass along the shore of the Chesapeake Bay to stop erosion, painted storm drains with the message "Don't Dump", monitored a local stream, and planted trees on campus. They prepared in their science classes and reflected through Think-Pair-Share activities and journals. The special education students used graphic organizers to compile reflection ideas.

What does this have to do with functional skills?

Service-learning projects often involve life skills: communicating, writing, moving around, learning about work, caring for others, preparing items (food, crafts, etc). It is easy and natural to take a learning experience out of the simulation mode and have students learn and practice skills in an arena where it is of real benefit to someone else. What better way to motivate a child than to have someone really counting on them to master a skill? They can learn and practice skills in authentic, natural situations.

For example, students needing to strengthen basic math skills could help senior citizens balance their checkbooks. Students working on sorting skills could sort different kinds of food at a food pantry. Students working on expressing their opinions in writing could write letters of advocacy.

In the course of projects, you can structure opportunities for students to learn to depend on natural supports. For example, at a nursing home, students can learn to follow directions and ask for clarification from the activity director, rather than looking only to the teacher for guidance.

Likewise, in team or group projects, students can learn to depend on classmates for assistance. Team members can help remind each other of tasks that need to be completed.

What about partial participation?

In a class of students with moderate to profound mental and physical limitations, completing a project for a local nursing home depends on the successful involvement of every student; yet no student is capable of completing all the steps individually. The students are putting together attractive small packets of birdseed. They will later take them to the nursing home and, together with the elderly residents, feed the birds. One student scoops the birdseed; another with more limited fine motor skills holds the bag. Yet another attaches ribbon, another one counts the filled bags, another puts the bags into the box.

A group of students with severe mental and physical disabilities and high school peers without disabilities wanted to educate the rest of the school about the capabilities of people with disabilities. The students with disabilities were not capable of conducting class sessions, responding to random questions, etc. The students without disabilities were not capable of deciding what kids with disabilities thought others should know about them. The group of students coordinated taking pictures of the students with disabilities and choosing which pictures to use. The students with disabilities dictated to their non-disabled peers what they thought people should know about disabilities. The non-disabled students conducted the classroom awareness sessions and answered questions.

In a class of students with learning disabilities and emotional disturbance, several students did not have adequate reading skills to tutor younger children in academic subjects. But some of them were whizzes at organizing materials. These students were tapped to help others organize their notebooks and sort through which work needed to be done first. Other students were helpful by making materials (flash cards, etc.) for tutors to use.

In all these projects, students were involved in service through partial participation. No one could do everything, yet all were needed to complete the project. It's important not to limit the possibilities of the projects you and your students can do even if students can only do parts of them.

This could be an opportunity to teach larger skills slowly; students each perfect one part of a skill to complete a project, and then switch roles with each other.

You can also use partial participation in service projects to help drive inclusion. Your students could pair up with a class of students without disabilities who have complementary skills.

Being open to partial participation may help students who need projects brought to them. One teacher was concerned about taking her class of students with severe emotional disabilities into the community; she wanted to involve them in service but felt they couldn't handle the change in environment. She didn't want to take her students to the soup kitchen to serve food, but they could still cook and send a meal. A few of them were put on a behavior modification program

with the reward being that they were allowed to represent the class in a visit to the soup kitchen.

Partial participation also helps you involve the most limited students; by pairing up or breaking up tasks into small parts, you can involve students who may need one-on-one or hand-over-hand assistance.

How can I adapt projects for my students?

There are several kinds of adaptations you may want to make to a project to involve students with various disabilities. You can change the difficulty level of the task, or the goals for a particular student, or the method of teaching you use.

More specifically, there are particular kinds of adaptations you can make.

Material adaptations involve modifying the equipment or materials used in an activity so students with disabilities can participate. Examples include providing handouts in large print or Braille for people with visual impairments, placing a rubber grip around markers so a person who has problems with fine motor movement can grasp better, or tossing beanbags instead of balls for students who cannot close their hands.

Procedural and rule adaptations require modifying or simplifying rules to facilitate participation in an activity. Rules might be altered to teach a game, and then later shaped to conform to the original set of rules. If an activity requires students to write or draw ideas and share them with the group, you could make sure the contents of these materials are clearly read out loud to the group. This is important for students with visual impairments or students who can't read. Another adaptation is allowing participants to take breaks (or having alternate activities); this is important for students with short attention spans.

Skill sequence adaptations entail breaking the activity down into its smaller steps through task analysis and either teaching the activity by chaining together these steps one by one, or rearranging the steps in a different order which eliminate certain difficulties.

Activity adaptations involve creating a simplified version of an activity that allows practice in some component skill of an activity. For example, in a brainstorming activity, students who are non-verbal, who cannot write, or who have difficulty processing information quickly could cut out pictures of the group's ideas from magazines and paste those pictures next to the items listed on the paper.

(the previous adaptation information is from Youth Leadership Training Curriculum, Project PIE, the Arc of Northern Virginia, 1993)

You may need to modify projects to address social or behavioral issues. You may want to add extra preparation in behavior for some students. It is often helpful to discuss and/or roleplay appropriate social behaviors in community settings such as the library, grocery store, nursing home, etc. It might be necessary for some students to continue their behavior modification programs during the service project. The reflection process described in this guide provides an opportunity to provide ongoing feedback and instruction in social and behavioral skills.

Teachers should take special care to prepare for potential problems which could arise during service projects. Since school health services will probably not be available on site, matters such as arranging for students' medication or other care should be preplanned carefully. For students with special personal care needs, it is helpful to instruct students in the use of cafeteria, toilet, or other facilities at the community service site prior to beginning the projects. Accommodation should be made for students who use assistive aids for personal care, communication, or mobility to enable them to participate fully in the community.

How can I incorporate technology?

Service-learning projects provide many opportunities to teach and enhance high and low technology skills. Students can use computers to write letters, equipment in the printshop to create posters, tutor others via the computer, make copies with the xerox machine, use the telephone to make community contacts, use communication boards specific to their projects, and record their achievements with cameras, video recorders, and tape recorders.

Some students will benefit from the use of assistive technology (such as electronic communication devices, mechanical grabbers, etc.) to help them perform service-learning projects. Consult with your student's physical, occupational, or speech therapist to figure out how to use assistive technology to enable or enhance participation in service.

Is there a link with inclusion?

You can use service-learning to further inclusion in your school. Engage students with and without disabilities in projects together. You may want to plan a project with another teacher right from the start. Another approach is reverse inclusion--start a project with your students, and then when they are comfortable with it, include students without disabilities as fellow participants. In this way, your students become the leaders. You can create a program that is so attractive that others want to be involved with you and your students.

One teacher did this in the following way:

> "The goal of the peer tutoring program was to build a "smart is good" image and create positive role models at the school who are special education students.

> "Eighth grade special education students tutored sixth and seventh grade special education students in math and reading skills. The tutors helped students to organize notebooks, prepare folder lessons, and teach work recognition, math, and spelling lessons.

Tutors developed lessons which could be completed without writing.

"Tutors and tutees gained a great deal from the experience. The program got a lot of recognition in school and in the community. Tutors' and tutees' grades increased.

"General education students applied to become part of this elite group. When they were accepted, they were paired with a current tutor and mentored through the process of learning to be a tutor. The original tutors also evaluated the new tutors. This was a tremendous boost in self-esteem for the special education students--to be the experts for a change."

Tips on different kinds of disabilities

The projects you take on are more limited by creativity and energy than by your students' disabilities. Almost any project can be adapted for almost any group of students.

To get you started, however, listed below are some of the projects frequently taken on by students with particular disabilities. These should not limit you--they are intended to provide nothing more than a starting place. The third column contains tips from teachers who have completed these projects with their students.

AN OVERVIEW OF
SERVICE-LEARNING WITH STUDENTS
WITH DISABILITIES

DISABILITY	SAMPLE PROJECTS	TIPS
Mental retardation	*Beautify school *Serve at soup kitchen *Sort food at food bank *Visit nursing homes	--Check accessibility --Plan for short blocks of time --Hands-on
Learning disability	*Peer mediation *Reading buddies *Tutoring peers	--Directions in multiple formats --Less emphasis on written work --Hands-on --Well structured; clear task delineation
Severe emotional disability	*Serve at soup kitchen *Assemble MADD ribbons *Peer tutoring	--Well structured --Small groups --Lots of student decision-making --Individualized projects --Use service as reward
Physical disability	*Assembly of items *Packaging *Entertaining *Other projects in accessible settings	--Accessibility --Lavatories --Workspace --Adapt equipment --Bring project to kids --Consider partial participation
Attention deficit with hyperactivity	*Tutoring --organize notebooks --develop skills --review skills	--Short, well-structured --Pair with other student--peer buddies --Have breaks with alternate activity planned --Change tasks frequently --Review ahead of time
Blind	*Assembly *Create books on tape *Entertain	--Pair with buddy --Watch for obstructions --May need to provide materials in Braille --May need to provide Brailler
Deaf	*Peer tutoring *Entertain *Deaf awareness or advocacy	--Pair with buddy --Safety provisions--emergency signals at site --Pair key signs with directions

INCORPORATING
SERVICE-LEARNING INTO IEPs

. . . as a method

Student will increase frequency of appropriate verbalizations with strangers by greeting people at the front desk of the hospital.

Student will apply mathematics concepts of addition and subtraction to real-life situations by assisting nursing home residents to balance their checkbooks.

. . . as a curricular area

Student will complete 60 hours of service-learning at an appropriate community agency, including preparation and reflection.

Student will provide peer tutoring services to a younger student for 2 hours/week for 10 weeks.

. . . as part of an ITP (Individual Transition Plan)

Student will ride public transportation to the food pantry and follow directions on site.

THE MARYLAND STUDENT SERVICE ALLIANCE
(MSSA)
IS ON-LINE

VISIT OUR WEB SITE
AND LEARN MORE ABOUT MSSA AND SERVICE-LEARNING

http://www.mssa.sailorsite.net

(Beginning the Summer 2004)
mdservice-learning.org

SUGGESTED RESOURCES

Bay BC'S. Britt Eckhardt Slattery. Maryland: U.S. Fish and Wildlife Service and Chesapeake Bay Estuary Program.

Be A Part of Something Big. Adopt-A-Stream.

Benefits & Labor Issues Under the National and Community ServiceAct. NRMC. Washington D.C.: NRMC, 1993.

The Bill of Rights--A User's Guide. Linda Monk. Close Up Foundation, 1991.

A Book of Your Own--Keeping a Diary or Journal. Carla Stevens. Clarion Books, 1993.

Building a Foundation For Community Leadership Involving Youth In Community Development Projects, Southern Rural Development Center, August 1996

Changing Our Course--Youth As Resources Program Guide. National Crime Prevention Council, 1992.

Changing Our World. Paul Fleisher. Tucson: Zephyr Press, 1993.

Changing Perspectives. NCPC. Washington D.C.: NCPC, 1990.

Choosing to Participate. Facing History and Ourselves Foundation. Brookline: Facing History and Ourselves Foundation, Inc. 1990.

Citizens and Politics. The Harwood Group. Kettering Foundation, 1991.

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Civics for Democracy--A Journey for Teachers and Students. Katherine Isaac, Essential Books, 1992.

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Combining Service and Learning. Jane C. Kendall and Associates. Raleigh: NSIEE, 199

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Effective Learning, Effective Teaching, Effective Service. Youth Service America. Washington, DC: YSA, 1994.

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A How to Guide to Reflection - Adding Cognitive Learning to Community Service Programs, Harry C. Silcox, August 31, 1993.

It's Our World, Too. Phillip Hoose. Toronto: Little, Brown and Company, 1993.

Joining Hands. Rahima Carol Wade, M.ED. Tucson: Zephyr Press, 1991.

Kettering Review, Charles F. Kettering Foundation, 1997

Kidding Around? Be Serious!, Anna Seidman and John Patterson, 1996

Kids for Kids. Maryland Food Committee. Maryland: 1990.

Kids Guide To Social Action, The. Barbara Lewis. 1991.

Kids with Courage. Barbara A. Lewis. Minneapolis: Free Spirit Publishing, 1992.

Learning by Giving--K-8 Service-Learning Curriculum Guide. National Youth Leadership Council, Minneapolis, 1993.

Library Catalog, National Service Resource Center, March 1998.

Linking Title I and Service Learning - Planning, Implementation, and Evaluation Guide, Shelley H. Billig and Nancy P. Kraft, 1996 RMC Research Corporation.

Making the Rules. Peg Michels, Suzanne Paul and Harry C. Boyte. Minneapolis: Project Public Life, 1991.

Maryland's Best Practices: An Improvement Guide for School-Based Service-Learning. Maryland Student Service Alliance, May 1995.

Middle School Service-Learning Guide. Maryland Student Service Alliance, Revised Fall 1992.

More Action for a Change. Kelly Griffin. New York: Dembner Books, 1987.

National Youth Service. Donald J. Eberly, National Service Secretariat, 1991.

Next Steps: A School District's Guide to the Essential Elements of Service-Learning, Maryland Student Service Alliance, July 1998.

No Kidding Around. Wendy Schaetzel Lesko. Kensington: Information USA, 1992.

NSIEE Members. Annette C. Wofford. Raleigh: NSIEE, 1988.

On The Road To Reading - A Guide for Community Partners, Derry Koralek and Ray Collins, December 1997

Profiles in Service: A Handbook of Service-Learning Program Design Models. National Youth Leadership Council, Minneapolis, 1993.

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Replication Guides for Service Learning: Adopt-A-Wetlands, Caring Through Communication Technology, Food for the Homeless, Kids Sew for Kids, Serving Those in Need, Themes in Literature, Storytellers Serving Others, Stream Restoration, Cemetary Preservation, Serving Seniors. Maryland Student Service Alliance, 1996 - 1998.

RespecTeen. Lutheran Brotherhood. Minneapolis, MN

School Youth Service Network. Constitutional Rights Foundation, Los Angeles, CA, (213) 487-5590

The School Counselor and Comprehensive Programs for Work-Bound Youth, American Counseling Association (ACA)

Self-Esteem Through Service: An Intergenerational Service-Learning Experience for At-Risk Students and Isolated Senior Adults. Interages, Kensington, MD, 1993.

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Service Learning In The Middle School - Building A Culture Of Service, Carl I. Fertman, George P. White, and Louis J. White, 1996

Service Learning in the Middle School Curriculum - a Research Book, Ron Schukar, Jacquelyn Johnson, and Laurel R. Singleton, et. al, 1996

Silent Sisters--A Study of Homeless Women. Betty G. Russell. Hemisphere Publishing Co., 1991.

Social Issues And Service At The Middle Level, Samuel Totten and Jon E. Pedersen,1997.

Special Education Service-Learning Guide. Maryland Student Service Alliance, December 1993.

Spinning Interdisciplinary Service-Learning Webs: a Secondary Education Approach, Maryland Student Service Alliance Fellows Program and Maryland State Department of Education, Fall 1995.

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Ann L. Schimpf and Paul Treuer.

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Nation Crime Prevention Council, 1991.

Teens, Crime and the Community. National Crime Prevention Council. St. Paul: West
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Touchstones. Geoffrey Comber, Nicholas Maistrellis and Howard Zeiderman. Annapolis:
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Corporation, 1989.

Two Minutes a Day for a Greener Planet. Marjorie Lamb. San Francisco: Harper & Row,
Publishers, 1987.

Visions of Service. National Woman's Law Center. Washington D.C.: American Youth Policy
Forum, 1991.

What You Can Do For Your Country. Corporation for National Service. Washington D.C.:
Commission on National and Community Service, 1991.

What You Must Do For Your Country. YSA. Washington D.C.: YSA, 1993.

Who Cares, Leslie Crutchfiled and Heather McLeod, Fall 1996.

Writing For Change: A Community Reader, Ann Watters and Marjorie Ford, 1995

SERVICE-LEARNING VIDEOS

"THE COURAGE TO CARE, THE STRENGTH TO SERVE"
Revised in 1994. Introduction to service-learning -- the critical elements of effective programs and what students learn by engaging in service-learning. Good for teachers. 13 minutes. $10.00. Available from the Maryland Student Service Alliance, 200 West Baltimore Street, Baltimore, MD 21201. (410) 333-2427.

"TODAY'S HEROES"
Four students tell their stories about doing service and what they have gotten from it. Adults in their lives corroborate the stories. Comes with a discussion guide. Good for teachers and students. 17 minutes. $17.00. Available from the Points of Light Foundation, P.O. Box 79110, Baltimore, MD. (703) 803-8171.

"YOUTH AS RESOURCES: THE POWER WITHIN"
Young people in charge of resources to carry out community projects describe what they learn, the impact they make on the community and how they feel. Good for teachers, some parts for students. About 20 minutes. $19.95. Available from the National Crime Prevention Council, 1700 K Street, NW, Second Floor, Washington, DC 20006. (202) 466-6272.

"CITIZEN STORIES"
Three examples of students who are involved in their communities and learning from the experiences. Good for teachers and students. 30 minutes. $60.00 includes a teacher's guide. Available from Close Up Publications, 44 Canal Center Plaza, Alexandria, VA 22314. (703) 706-3000.

"EVERYBODY CAN BE GREAT, BECAUSE EVERYBODY CAN SERVE"
This video describes the different "streams" of service--school based, community based, corps, campus based, etc. Very up-beat and inspirational. Good for anyone. About 10 minutes. $15.00. Available from Youth Service America, 1101 15th Street NW, Suite 200, Washington, DC 20005. (202) 296-2992

MSSA Service-Learning Publications

• • Service-Learning Standards • •

Maryland's Best Practices: An Improvement Guide for School-Based Service-Learning (1995, 698 pages)

This guide for continuous program improvement of classroom level service-learning programs incorporates some of the best thinking on service-learning from experts around the country, as well as from eighty Maryland teachers. This guide includes the seven best practices of school-based service learning programs. Each best practice is illustrated with approaches and real life examples to provide the framework for quality service-learning. It also includes a self-assessment tool so teachers can evaluate the effectiveness of their own programs.

Next Steps: A School District's Guide to the Essential Elements of Service-Learning (1998, 60 pages)

If you want to create or improve service-learning programs on a large scale, Next Steps is designed for you. Next Steps offers the experienced service-learner or program administrator the chance to move service-learning to the next level of quality and consistency. Organized into sections on infrastructure, instruction, and investment, the guide offers options for creating a funding structure for service-learning, teacher training, how to measure the support of your community for service-learning , developing service-learning leaders at the school and district level, etc. All of the indicators and examples are drawn from the experience of Maryland's 24 school districts, and their five years of service-learning program administration.

• • Service-Learning Leadership Program Information • •

Combined Service-Learning Leadership Program Handbook (1998, 11 Sections/380 p.)

This handbook is the resource guide to Maryland's unique leadership program which creates local service-learning leaders by training participants in the theory and practice of service-learning; nurturing and enhancing leadership skills, training participants to train others, and providing models of high quality service-learning. Sections 1 through 7 provide general information on service-learning including descriptions of service-learning programs in each school district throughout the state, specific classroom project descriptions, and additional resources in the field. Sections 8, 9, 10 and 11 provide overviews of several strands of MSSA's combined leadership program -- administrators, teachers and students.

• • Project Ideas & Curriculum • •

Spinning Interdisciplinary Service-Learning Webs: A Secondary Education Approach (1995, 13 Pages)

Nine interdisciplinary "webs" have been assembled for service-learning projects on the following themes: aging, bias, crime, environment, hunger & homelessness, literacy, poverty, pregnant and parenting teens, substance abuse. These webs were designed by teachers to help teachers infuse service into their content areas and work in cooperation across disciplines. Easily comprehensible and visually appealing, these webs are user-friendly.

Service-Learning Model Program Replication Guides (1995, 1996, lengths vary)

These guides offer day-by-day lesson plans for replicating one of ten model service-learning programs. These model programs are actual programs being implemented by teachers in schools throughout Maryland. They were written by the model program teacher and include materials needed for successfully replicating these exciting projects. Each program adheres to Maryland's seven best practices for school-based service-learning. Replication Guides are available for the following projects:

- • Adopt-A-Wetlands
- • Caring Through Communication Technology
- • Cemetery Preservation
- • Food for the Homeless
- • Kids Sew for Kids

- • Serving Those in Need
- • Serving Seniors
- • Storytellers Serving Others
- • Stream Restoration
- • Themes in Literature

Service-Learning Elementary School Guide (1992, 210 pages)

This instructional guide assists elementary school teachers to engage students in service-learning. Whether you are teaching a service-learning course, infusing service into your subject area curriculum, running a service club or developing a school-wide program, this guide can help you formulate successful projects. This guide is divided into 5 sections: Student Service in Maryland, Outcomes of Service-Learning, Effective Student Service, Building Support for Service-Learning in Your School, Introduction to Student Service, Service Projects.

Service-Learning Middle School Guide (1992, 230 pages)

This instructional guide assists middle school teachers to engage students in service-learning. Whether you are teaching a service-learning course, infusing service into your subject area curriculum, running a service club or developing a school-wide program, this guide can help you formulate successful projects. This guide is divided into five sections: Student Service in Maryland, Outcomes of Service-Learning, Effective Student Service, Building Support for Service-Learning in Your School, Introduction to Student Service, Service Projects.

Service-Learning High School Guide (1993, 383 pages)

This instructional guide assists high school teachers to engage students in service-learning. Whether you are teaching a service-learning course, infusing service into your subject area curriculum, running a service club or developing a school-wide program, this guide can help you formulate successful projects. The guide is divided into 7 parts: Using This Guide, Service-Learning in Maryland, Outcomes of Service-Learning; Service-Learning Basics, Infusion: Incorporating Service-learning into Your School and Classroom, Building Support for Service-Learning in Your School, Service-Learning Projects -- Building

Skills & Getting to Work: Issue Areas (bias, crime, disability, environment, literacy, poverty, senior citizens, substance abuse, teen parenting), Great Books Readings.

Service-Learning Special Education Guide (1993, 282 pages)

This instructional guide assists special and regular educators to engage students with disabilities in service-learning. Produced by the Maryland Student Service Alliance working with a team of special educators, the guide includes suggestions for inclusion, evaluation, teaching basic skills, and working with the community. Whether you are teaching a service-learning course, infusing service into your subject area or functional curriculum, running a service club or developing a school-wide program, this guide can help you create successful projects. The guide is divided into 8 parts: Using This Guide, Service-Learning in Maryland, Service-Learning Basics, Service-Learning with Students with Disabilities, Outcomes of Service-Learning; Incorporating Service-learning into Your School and Classroom, Building Support for Service-Learning, Service-Learning Projects.

• • Service-Learning Training • •

"The Courage to Care, The Strength to Serve" -- Teacher Video

This 15 minute video provides an overview of Maryland's service-learning programs. It highlights critical service-learning elements such as: preparation, action and reflection; curriculum infusion; independent service-learning projects. Administrators, teachers, students and community based organization representatives explain why they believe service-learning is an effective teaching tool and community resource.

The Training Toolbox: A Guide to Service-Learning Training (Revised 1998, 209 pages)

This book was created to support people designing and conducting trainings on school-based service-learning for teachers. It contains agendas and tips for conducting one and a half-hour, half-day, one-day, and four day training sessions on service-learning. It also contains sections on training teachers and community groups on incorporating special education students into service-learning projects, and on training community agencies to work effectively with student servers. The appendix holds 125 handouts and visuals which can be reproduced for use in trainings.

MSSA MATERIALS INVOICE/ORDER FORM

SHIP TO: Name:_____

School/Organization:_____

Address:_____

Telephone Number:_____

Make checks/money orders payable to the MARYLAND STUDENT SERVICE ALLIANCE.
Payment or purchase order *must* be received before delivery. Prices include shipping and
handling. Please allow 4-6 weeks for delivery.

SEND ORDERS TO:
Maryland Student Service Alliance
Maryland State Department of Education
200 West Baltimore Street, Baltimore, MD 21201
Phone (410) 767-0358   Fax (410) 333-2183   TDD (410) 333-6442

ITEM	PRICE	QUANTITY	TOTAL
	(Prices subject to change)		
• •Teachers's Video:			
"The Courage to Care, The Strength to Serve"	$10.00	_____	$_____
• •Maryland's Best Practices: An improvement Guide			
for School- Based Service-Learning.	$15.00	_____	$_____
• •Next Steps: A School Districts Guide to the			
Essential Elements of Service-Learning	$40.00	_____	$_____
• •Combined Service-Learning Leadership Guide	$40.00	_____	$_____
• •The Training Toolbox: A Guide to Service-Learning			
Training.	$40.00	_____	$_____
• •Motivational Posters (set of 4)	$15.00	_____	$_____
Service-Learning Curricula:			
• •Elementary School	$25.00	_____	$_____
• •Middle School	$25.00	_____	$_____
• •High School	$35.00	_____	$_____
• •Special Education	$30.00	_____	$_____
Replication Guides			
• •Adopt-A-Wetlands	$25.00	_____	$_____
• •Kids Sew for Kids	$25.00	_____	$_____
• •Serving Those in Need	$25.00	_____	$_____
• •Themes in Literature	$25.00	_____	$_____
• •Stream Restoration	$25.00	_____	$_____
• •Cemetery Preservation	$25.00	_____	$_____
• •Serving Seniors	$25.00	_____	$_____
• •Interdisciplinary Service-Learning Webs	$ 10.00	_____	$_____
Total		_____	$_____

5. Evaluation & Documentation

Service-Learning Documentation and Evaluation

Roles of Individuals for Documentation

Teachers:

- Have students complete a reflection essay and submit this to the School Counselor
- Send School Counselor an e-mail when unit is completed and copy message to Service-Learning Coordinator. The e-mail needs to include:
  - Students who completed the unit (use Power School Quick Export File)
  - Students who did not complete the unit
  - Title of unit
  - Dates taught
  - Number of hours earned

School Counselors:

- Advise transfer students of the number of hours needed
- Send letter to parent of transfer student that states the hours needed
- Enter earned hours in Power School when student registers
- Enter hours in Power School when student completes service-learning project by sending Power School Quick Export File to Information Technology Manager
- Enter service-learning documentation on permanent record cards including when students transfer out of DCPS
- File students' reflection essays in guidance folders

Service Learning Coordinator:

- Evaluate projects for compliance to state's service-learning requirements
- Collect documentation from teachers (e-mail as stated above) on an annual basis as a back-up record of service-learning hours completed

Transfer Students

- Students who enter Dorchester County Public Schools between grades 6 and 12 will need to earn hours, or show completion of hours, according to the following table in order to meet the state's graduation requirement. School Counselors will advise students of this requirement upon registration.

Hours of Service-learning Required for All Transfer Students

Grade	6	7	8	9	10	11	12
Hours Needed by Graduation	75	75	75	40	30	20	10

- Students will select a project to complete and submit this to the School Counselor for approval prior to implementation. There are forms for students to complete before, during, and after service. Teachers and Counselors will monitor students as they complete these projects and record the earned hours in Power School.
- Students who transfer out of the district will have equivalent hours stated on the permanent record card by the School Counselor.

Independent Projects

- Students can complete service projects beyond the curricula and earn additional hours and service-learning awards. Students will submit these plans to the School Counselor for approval prior to implementation. There are forms for students to complete before, during, and after service. School Counselors will monitor students as they complete these projects and record the earned hours in Power School.

Evaluation of Units

- The Service-Learning Coordinator is also the Curriculum Supervisor for Science and Social Studies. The units were evaluated for accuracy in service-learning components and the VSC for these content areas as they were developed.

- Every service-learning unit in the revised program has been evaluated by the curriculum development team using the *Best Practices Rubric* of Maryland's Seven Best Practices of Service-Learning. Any future projects will be evaluated in the same manner.

- Students evaluate each unit using the *Best Practices Rubric* in the Reflection phase.

Evaluation of Service Learning Program

- An evaluation of the district's overall service-learning program will be done in the spring of each school year. Administrators, counselors, and teachers of the middle and high schools will complete the questionnaire and improvements can be made based on this input. This will be done using the MSDE evaluation tools:
    - *LEA Leadership Rubric*
    - *School Leadership Rubric*

Service Learning

**Dorchester County
Public Schools**

Dear Transfer Student,

One of the graduation requirements in the state of Maryland is 75 hours of Service Learning. Students who attend Dorchester County Public Schools from grades K-12 earn the necessary hours since our Service Learning Program is embedded into our curriculum. **Students who transfer into our district need to make up hours or show documentation of the hours earned in the previous school.** Your records show:

Student Name: _____

School: _____ Grade: _____

Total Service Learning Hours Completed: _____

Hours Needed by Graduation: _____

There are many ways you can earn these hours doing projects that will be interesting to you as you help others. Your Guidance Counselor will help you determine a project and guide you to complete the necessary parts. Projects can be completed after school, during summer school, or on your own. The best plan is to look for ways to help others that are already around you and within reach of your transportation. **Be sure to submit your project for approval before you complete it.**

We want to do everything possible to help you have a successful educational experience, earn your high school diploma, and continue with higher education or enter the career of your choice. If you would like any further information about our Service Learning Program please contact our Service Learning Coordinator, Mrs. Vickers, at vickersp@dcpsmd.org or 410-221-1111 Extension 1032.

Person Verifying Hours: _____

Title: _____ Date: _____

Service Learning

**Dorchester County
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Student Name: _____

School: _____ Grade: _____

Total Service Learning Hours Completed: _____

Hours to Make Up: _____

There are many ways you can earn these hours doing projects that will be interesting to you as you help others. Your Guidance Counselor will help you determine a project and guide you to complete the necessary parts. Projects can be completed after school, during summer school, or on your own. The best plan is to look for ways to help others that are already around you and within reach of your transportation. **Be sure to submit your project for approval before you complete it.**

We want to do everything possible to help you have a successful educational experience, earn your high school diploma, and continue with higher education or enter the career of your choice. If you would like any further information about our Service Learning Program please contact our Service Learning Coordinator, Mrs. Vickers, at vickersp@dcpsmd.org or 410-221-1111 Extension 1032.

Person Verifying Hours: _____

Title: _____ Date: _____

Counting Previous Service-Learning Hours

Projects that you may have done that will possibly count towards your needed hours:

- *Projects completed in other Maryland School districts*
- Relay for Life or other fundraisers for non-profit organizations
- Serving dinner for the needy
- Helping with programs for the elderly
- Environmental clean ups or plantings
- Tutoring students in elementary, middle, or high school
- Tutoring students for HSA preparation
- Mentoring other students
- Advocating for a cause such as helping cancer research
- Projects with Character Counts
- Helping non-profit organizations such as the Humane Society, YMCA, etc.

Complete the following form and return it to your Counselor

Counting Previous Service Learning Hours

Student Name _____ Date _____

School _____ Grade _____

Counselor _____

Dates of Project	Description of Project	Number of Hours

I verify that the above information is accurate.

_____
         Student Signature   Date

_____
    Parent/Guardian Signature   Date

Rubric for Assessing the Use of
Maryland's Seven Best Practices of Service-Learning

School System:

Date:

Teacher:

Students:

School:

Reviewed by:

Course (grade, subject):

Score		Comments
☐	**1. Meets a recognized community need (in areas of health, education, environment and/or public safety)** A – No need identified B – Need identified but its relevance to community is not explored in depth C – Need and its relevance are clearly identified and focused upon throughout the project D – Recognized need identified through research or a needs assessment	
☐	**2. Achieve curricular objectives through service-learning (for both infused and independent projects)** A – No link between curricular objectives and the project B – Implied link made to curricular objectives, but not intentionally developed C – Demonstrable link made to curricular objectives D – Many demonstrable links made to curricular objectives, state standards, core learning goals, and other education reform initiatives	
☐	**3. Reflect throughout the service-learning experience** A – No reflection evident B – Brief reflection evident at conclusion of project C – Reflection completed periodically throughout the project addressing root causes of issues D – Reflection completed throughout the project addressing various learning styles and exploring causes of need, project impact, and personal and academic growth	

☐	**4. Develop student responsibility** A – No student responsibility evident B – Students given some choice in project development C – Students share responsibility with educator for project development and implementation D – Students responsible for project creation, organization, and implementation	
☐	**5. Establish community partnerships** A – No community partnership made B – Limited contact with community partner(s) for information and resources C – Students interact/meet with community partner(s) (e.g. CBO presents to class) D – Students and community partner(s) collaborate as an action team on project	
☐	**6. Plan ahead for service-learning** A – No planning evident B – Minimal planning evident C – Adequate planning evident to meet the community need and curricular goals D – Extensive planning evident to focus the service-learning project on meeting the need and curricular goals (e.g. multidisciplinary initiatives, multiple partners, and school-wide awareness and support of project)	
☐	**7. Equip students with knowledge and skills needed for service** A – No attempt made to equip students with knowledge and skills B – Minimal knowledge/skills provided about the community need and its cause C – Knowledge/skills provided about the community need, causes, and about civic engagement D – Students equipped with demonstrable knowledge/skills about the community need, causes, and about active civic engagement	

Scoring Rubric:
- A score of B, C, or D on each Best Practice means a project is considered service-learning.
- A score of C or D on each Best Practice means a project is high quality service-learning.

– Document based on a rubric developed by Susan Falcone as part of the MSSA Training Study Circle Group.

Rubric for Assessing the Quality of School Service-Learning Leadership

School System:

Date:

School Demographics:
(#students, #teachers, ethnic diversity)

School:

Reviewed by:

Met with:

Score	Infrastructure	Comments
☐	**1. School provides staff resources to administer service-learning** A – No assigned staff for service-learning administration B – Responsibility for service-learning program assigned to a specific staff member C – Staff assigned responsibility for service-learning, trained and given authority for the program administration, and supported by several other staff members (e.g. Fellows, administration, or other teachers) D – School-based service-learning team and/or faculty committee meets several times a year to support high quality service-learning	
☐	**2. Service-learning aligned with school curriculum** A – No alignment evident B – Projects meet minimum service-learning criteria (preparation, action, reflection) and existing curricular outcomes and indicators C – Projects meet 7 Best Practices, curricular outcomes and state standards D – Projects meet 7 Best Practices, curricular outcomes, state standards, and support other education reform initiatives	
☐	**3. School provides support and flexibility for engaging students in service-learning** A – No support evident B – Students allowed to engage in projects during normally scheduled class time C – School allows flexibility with student schedules to carry out service-learning activities D – School assists students to take service-learning related field trips (funds provided for projects off school property)	

☐	**Professional Development and Training**
☐	1. **Faculty are trained how to engage students in high quality service-learning** A – No training evident B – Brief overview of service-learning practice and policy presented C – Training presented on service-learning basics (preparation, action, reflection, 7BP) and policy implications in school system D – Comprehensive training provided on service-learning quality standards, district policies, and the connection of service-learning to multiple disciplines and the curriculum and other education reform initiatives (e.g. attend a training or conference)
☐	2. **Staff is trained so they can support student engagement in high quality service-learning** A – No training evident B – Brief overview of service-learning practice and policy presented C – Training presented on service-learning basics (preparation, action, reflection) and policy implications in school system D – Comprehensive training provided on service-learning quality standards, system policies, and the connection of service-learning to the curriculum and other education reform initiatives
☐	3. **Individualized training, support, and/or group training offered for administrators, teachers, new faculty/staff, or community based organizations needing additional support with service-learning** A – No support evident B – Staff needing support receives additional materials on service-learning (e.g. handouts or website) C – Individuals or groups encouraged to attend existing training opportunities and given materials D –A training plan is developed and implemented based on the need of the individuals (e.g, one-to-one mentoring relationships)
☐	**Accountability (Instructional Design, School Level Support, Organization Roles and Responsibilities)**
☐	1. **Faculty and staff responsible for service-learning (administrator, building level coordinator, department chair, infused course instructors, club advisors, etc) are aware of and utilizing standards for high quality service-learning** A – Service-learning standards not used B – Standards for service-learning made available to staff (e.g. lending library or website) C – All relevant staff aware of standards for high quality service-learning D – All staff completely aware of and utilizing standards for all service-learning

2. Service-learning implemented as specified by the system service-learning plan
  A – No verification process in place
  B – Teachers verify classroom implementation
  C – School administration monitors individual classroom implementation
  D – Implementation observed and documented by school administration and verified by central office personnel	

3. The quality of service-learning projects infused into the curriculum are assessed
  A – No assessment evident
  B – Projects are assessed by teacher to determine if they meet minimum service-learning criteria (preparation, action, reflection) and curricular requirement
  C – Service-learning projects are assessed by teacher and class according to the high-quality service-learning standards (7BP) and are expected to meet all of the standards
  D – Service-learning projects are assessed by a third party (e.g. school service-learning coordinator, administrator, or SIT) using a rubric (7BP) to measure high quality	

4. The quality of individual or club service-learning projects are assessed
  A – No assessment evident
  B – Projects are assessed by educator/advisor to determine if they meet minimum service-learning criteria (preparation, action, reflection)
  C – Service-learning projects are assessed by educator/advisor and student(s) according to the high-quality service-learning standards and are expected to meet all standards
  D – Service-learning projects are assessed by a third party (e.g. school service-learning coordinator, administrator, or SIT) using a rubric (7BP) to measure high quality	

5. Student completion of service-learning documented
  A – No documentation evident
  B – Service-learning documentation available to school personnel only
  C – Service-learning documentation visible to students, parents, and school personnel
  D – Service-learning documentation in students' permanent record and available to all	

Communication			
☐	**1. Communication mechanisms are established for exchange of information about service-learning between LEA service-learning coordinator and school** A – No communication evident B – An annual communication on service-learning conducted (staff meeting, handout, survey, etc.) C – Periodic communication on service-learning conducted (2-4. times a year;) through a variety of communication mediums (staff meetings, handouts, announcements, reports, surveys, etc) D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (in staff meetings, newsletters, announcements, emails, memos, reports, etc)		
☐	**2. Communication mechanisms are established for exchange of information about service-learning between school service-learning coordinator/administrator and school administration, faculty, and staff** A – No communication evident B – Minimal communication on service-learning conducted (email, announcements, staff meeting, handouts, survey, etc.) C – Periodic communication on service-learning conducted (2-4 staff meetings, monthly announcements, reports, etc.) D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (staff meetings, newsletters, announcements, emails, memos, etc)		
☐	**3. Communication mechanisms are established for exchange of information about service-learning between the school and students** A – No communication evident B – Service-learning policies and purposes communicated (handouts, etc.) C – Periodic communication about service-learning (e.g. announcements and newsletters) D – Policies clear and opportunities frequently featured through a variety of communication mediums (meetings, website, bulletin boards, emails, surveys, etc.)		

rubric_school_r...

☐	**4. Communication mechanisms are established for exchange of information about service-learning between the school and parents** A – No communication evident B – Annual communication about service-learning policy (PTA meeting, letter, handout, survey, Back-to-School Night, etc.) C – Periodic communication on service-learning conducted (2-4 PTA meetings, announcements, reports, report card, etc.) D – Service-learning opportunities and policies featured routinely (5 or more times each year) through a variety of communication mediums (school newsletters, emails, memos, etc.)	
☐	**5. Communication mechanisms are established for exchange of information about service-learning between school and community based organizations** A – No communication evident B – An annual communication on service-learning conducted (handouts, survey, etc.) C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communication mediums (meetings, newsletter, reports, etc.) D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (news articles, emails, memos, etc.)	

Scoring Rubric:

- A score of A or B on any indicator denotes an area that the school, LEA service-learning coordinator, and MSSA staff should review.
- A score of C or D on any indicator demonstrates proficiency for that indicator.

Closing Question:

How do you think service-learning adds, detracts, or has a neutral impact on your school?

Rubric for Assessing the Quality of LEA Service-Learning Leadership

School System:

Date:

LEA Demographics:
(#students, #schools, ethnic diversity)

Reviewed by:

Met with:

Score	*Professional Development and Training*	Comments
☐	**1. Central office staff members are educated so they can engage students in high quality service-learning** A – No education evident B – Brief overview of service-learning practice and policy presented C – Training presented which explores service-learning basics (preparation, action, reflection) and policy implications in school system D – Comprehensive training provided which includes service-learning basics, quality standards, system policies, and the connection of service-learning to the curriculum and other education reform initiatives	
☐	**2. School administrators are educated so they can engage students in high quality service-learning** A – No education evident B – Brief overview of service-learning practice and policy presented C – Training presented which explores service-learning basics (preparation, action, reflection) and policy implications in school system D – Comprehensive training provided which includes service-learning basics, quality standards, system policies, research standards, and the connection of service-learning to the curriculum and other education reform initiatives	

☐	**3. School-based personnel are educated so they can engage students in high quality service-learning** A – No education evident B – Brief overview of service-learning practice and policy presented C – Training presented which explores service-learning basics (Preparation, Action, Reflection) and policy implications in school system D – Comprehensive training provided which includes service-learning basics, quality standards, system policies, and the connection of service-learning to the curriculum and other education reform initiatives	
☐	**4. Individualized or group training offered for administrators, teachers, or community based organizations needing additional support with service-learning** A – No support evident B – Staff needing support receives additional materials on service-learning (e.g. handouts, website, etc.) C – Individuals or groups encouraged to attend existing training opportunities and given materials D – A training plan is developed and implemented based on the need of the individuals (e.g., one-to-one mentoring relationships)	
Accountability (Instructional Design, School Level Support, Organization Roles and Responsibilities)		
☐	**1. Staff associated with service-learning (service-learning coordinator, curriculum specialists, supervisors, etc) are aware of and utilizing standards for high quality service-learning** A – Service-learning standards not used B – Standards for service-learning made available to staff (e.g. lending library or website) C – All relevant staff aware of standards for high quality service-learning D – All staff completely aware of and utilizing standards for all service-learning	
☐	**2. Quality of service-learning is monitored in schools by central office personnel** A – No monitoring evident B – Some schools reviewed/visited to assess quality C – A rubric/standard for quality service-learning is applied to some schools each year D – A rubric/standard for quality service-learning is applied to all schools each school year	

☐	**3. Quality of infused service-learning curriculum/projects developed by school system is assessed** A – No assessment evident B – Projects are assessed to determine if they meet basic/minimum service-learning criteria (preparation, action, reflection) C – Service-learning projects are assessed according to the high-quality service-learning standards and are expected to meet all of the standards D – Service-learning projects are assessed using a rubric to measure high quality		
☐	**4. Service-learning implemented in each school as specified by the district plan** A – No verification process in place B – Teachers verify classroom implementation C – School administration monitors individual classroom implementation D – Implementation observed and documented by school administration and verified by central office personnel		
☐	**5. Annual assessment/review of service-learning implementation plan performed** A – No assessment conducted B – Assessment conducted by LEA service-learning coordinator only C – Assessment conducted involving school system personnel only D – Comprehensive assessment conducted including feedback from CBOs, students, parents, other school system staff, etc.		
☐	**6. Student completion of service-learning documented** A – No documentation evident B – Service-learning documentation available to school personnel only C – Service-learning documentation visible to students, parents, and school personnel D – Service-learning documentation in students' permanent record and available to all		

Communication			
☐	**1. Communication mechanisms are established for exchange of information about service-learning between LEA service-learning coordinator and other central office staff** A – No communication evident B – An annual communication on service-learning conducted (meeting, handout, survey, etc.) C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communications mediums (meetings, handouts, announcements, reports, surveys, etc) D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (meetings, newsletters, announcements, emails, memos, reports, etc)		
☐	**2. Communication mechanisms are established for exchange of information about service-learning between the central office and principals** A – No communication evident B – An annual communication on service-learning conducted (meeting, handout, survey, etc.) C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communication mediums (meetings, handouts, announcements, reports, surveys, etc) D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (meetings, newsletters, announcements, emails, memos, reports, etc)		
☐	**3. Communication mechanisms are established for exchange of information about service-learning between the LEA service-learning coordinator and school-based coordinators** A – No communication evident B – An annual communication on service-learning conducted (meeting, handout, survey, etc.) C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communication mediums (meetings, handouts, announcements, reports, surveys, etc) D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (meetings, newsletters, announcements, emails, memos, reports, etc)		

☐ 4. **Communication mechanisms are established for exchange of information about service-learning between the content area directors and the department chairs/schools**

A – No communication evident

B – An annual communication on service-learning conducted (meeting, handout, survey, etc.)

C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communication mediums (meetings, handouts, announcements, reports, surveys, etc)

D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (meetings, newsletters, announcements, emails, memos, reports, etc)

☐ 5. **Communication mechanisms are established for exchange of information about service-learning between the central office and students and their families**

A – No communication evident

B – An annual communication on service-learning conducted (newsletter, handout, survey, etc.)

C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communication mediums (back to school night, school meetings, handouts, announcements, reports, surveys, etc)

D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (parents meetings, newsletters, announcements, emails, memos, reports, etc)

☐ 6. **Communication mechanisms are established for exchange of information about service-learning between the central office and members of the School Board (e.g., highlight successes, recognize leaders, clarify policies)**

A – No communication evident

B – An annual communication on service-learning conducted (board meeting, handout, survey, etc.)

C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communication mediums (board meetings, handouts, announcements, reports, surveys, etc)

D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (board meetings, newsletters, announcements, emails, memos, reports, etc)

7. Communication mechanisms are established for exchange of information about service-learning between the central office and service-learning advisors (e.g., Fellows, advisory board) A – No communication evident B – An annual communication on service-learning conducted (meeting, handout, survey, etc.) C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communication mediums (meetings, handouts, announcements, reports, surveys, etc) D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (meetings, newsletters, announcements, emails, memos, reports, etc)	
8. Communication mechanisms are established for exchange of information about service-learning between the central office and community based organizations A – No communication evident B – An annual communication on service-learning conducted (meeting, handout, survey, etc.) C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communication mediums (meetings, handouts, announcements, reports, surveys, etc) D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (meetings, newsletters, announcements, emails, memos, reports, etc)	

Scoring Rubric:
- A score of A or B on any indicator denotes an area that the LEA and MSSA staff should review.
- A score of C or D on any indicator demonstrates proficiency for that indicator.

Closing Question:
- How do you think service-learning adds, detracts, or has a neutral impact on your school system?

Assessing the Quality of School Service-Learning Leadership - Final

Infrastructure

1. How does the school provide staff resources to administer service-learning?

2. How is service-learning aligned with school curriculum?

3. How does the school provide support and flexibility for engaging students in service-learning?

Professional Development and Training

1. How is faculty trained to engage students in high quality service-learning?

2. How is staff trained so they can support student engagement in high quality service-learning?

3. How is individualized training/support and/or group training offered for administrators, teachers, or community based organizations needing additional support with service-learning?

Accountability

1. How do you verify that faculty and staff responsible for service-learning are aware of and utilizing standards for high quality service-learning?

2. How do you assess that service-learning is implemented as specified by the system service-learning plan?

3. How is the quality of curriculum infused service-learning projects assessed?

4. How is the quality of individual or club service-learning projects assessed?

5. How is student completion of service-learning documented?

Communication

1. What communication mechanisms are established for exchange of information about service-learning between LEA service-learning coordinator and schools?

2. What communication mechanisms are established for exchange of information about service-learning between school service-learning coordinator, administrator and school administration, faculty, and staff?

3. What communication mechanisms are established for exchange of information about service-learning between the school and students?

4. What communication mechanisms are established for exchange of information about service-learning between the school and parents?

5. What communication mechanisms are established for exchange of information about service-learning between school and community based organizations?

6. Individual Projects

Service Learning Project

Student Name: _____ School: _____

Name of Project: _____ Dates: _____

Teacher/Counselor: _____ Course/Grade: _____

Curriculum Connections: _____

Community Organization: _____

Contact Person: _____ Phone _____ E-mail_____

SL Hours Proposed: _____ Signature of Contact Person:_____

When project is finished- TOTAL HOURS awarded: _____

Counselor's Signature: _____Date: _____

I. PREPARATION: *What are you planning to do?*

1. What is the community need for this project?

2. What is the cause of this community need?

3. What is the goal of your project?

4. How do you think the project should be done?

5. How does the project connect to the curriculum you've learned in school?

6. Research this organization and describe how it helps to meet the community need.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Counselor's Signature: _____ Date: _____

Project Approved By: _____

Title: _____ Date: _____

II. ACTION:

Timeline for Project:

Task	Due Date	Signature-Completed

7. During the action project, explain how you're helping to accomplish the goal.

8. Were you able to observe the responses of the people in need? Describe their reactions or write a description of how they must have felt to receive this service.

9. Discuss the project with others who are at the site. What are their thoughts or feelings?

III. REFLECTION:

Name _____ Date _____

"Reflection Essay"

After you have completed your project, think about how the project has impacted others and helped you to appreciate the value of service. Write an essay on the topic of "Caring about My Community."
Include in your essay:
- The goal of your project
- How it met a community need
- Things that you learned
- The results of doing the project
- Why Service Learning is important

_____

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Approved Service-Learning Projects

Project	Description	Hours
Supporting a Community Food Drive	Conduct a food drive for needy families in our local area.	10
Preventing Bullying	Create posters and pamphlets to prevent bullying in your school.	10
Voter Participation	Promote voting by creating brochures and flyers to distribute in local businesses.	10
Historical Site Awareness & Preservation	Promote preservation of historical sites by creating brochures and flyers to distribute in local businesses.	10
Historical Sites Virtual Field Trip	Create a Power Point "virtual field trip" of photos of local sites to inform students and adults about preserving historical sites.	10
Promoting Volunteerism at Our Local Hospital	Promote volunteerism by creating brochures and flyers to distribute in local businesses.	10
Hurricane Relief	Conduct a drive for items needed by people affected by the hurricanes on the Gulf coast.	10
Girl Talk: Read to Achieve	Stay after school 2 days a week to read with a middle school student. You can ride the after school bus from HS to MS and home.	10
Community Awareness of the DTV Transition	Promote awareness of the Digital Television Transition (DTV) by creating brochures and flyers to distribute in local businesses.	10
Promoting Literacy	Read to younger children to promote early literacy. There is a lending library for the books to use.	10
Books for Tots	Conduct a drive for books to distribute to needy children in our local area.	10

10-4-08

SERVICE LEARNING AGREEMENT

Student Name _____ School _____

Agency _____ Agency Phone _____

This contract is for:

      Fall semester _____   Spring Semester _____

      Starting Date _____   Finishing Date _____

      Hours per week ____   Times/dates of visitation _____

      Days of the week: (circle)   Monday   Tuesday   Wednesday

                                    Thursday   Friday   Saturday   Sunday

Duties:

_____

_____

_____

_____

I, _____, have opted to complete my service project at the above agency. I agree to abide by the regulations and policies of this agency and to perform to the best of my ability the tasks specified in this agreement. I agree to call the agency in advance if I am detained or plan to be absent for any reason.

I, _____, the parent or legal guardian of _____,
 agree to lend support and encouragement to my son or daughter in the service he or she will render to the agency we have chosen. I accept full responsibility for the scheduling, supervision, and transportation to and from the agency.

_____ (agency name), agrees to accept the service of this student as specified in this agreement. We agree to provide meaningful tasks for this student to perform. In exchange for services rendered, this agency will train, supervise, and evaluate the student.

_____   _____
Student's Signature   Date

_____   _____
Parent/Guardian Signature   Date

_____   _____
Agency/Project Supervisor's Signature   Date

Student's Address _____   Phone _____

City _____   Zip Code _____

Service Learning
AGENCY SUPERVISION REPORT

Student Name _____ School _____

Agency _____ Supervisor _____

1. Student's assigned duties: _____

_____

_____

2. Was the student prepared for the assignment?   Y   N

3. Was the student on time?   Y   N

4. Did the student abide by agency rules and regulations?   Y   N

General Appraisal	Superior	Above Average	Average	Below Average	Don't Know
ability to work with other volunteers	4	3	2	1	0
ability to work with staff supervisors	4	3	2	1	0
rapport with clients	4	3	2	1	0
attendance	4	3	2	1	0
initiative/independence	4	3	2	1	0
overall effectiveness	4	3	2	1	0

Additional comments or suggestions: _____

_____

_____

_____

Number of hours completed: _____

_____   _____
Supervisor's signature   Date

7. Awards & Recognition

Dorchester County Public Schools
Service Award
Nomination Form

School Year: _____

Name _____ Grade _____

School _____ Teacher _____

Service Learning Activities

Teacher, Contact Person	Activity	Hours
	TOTAL	

Service Awards will be given to students who complete 20 or more hours during the school year to design and complete a project outside of school.

Documentation of Hours (Signatures)

Parent/Guardian: _____ Date _____

Teacher: _____ Date _____

Teacher: _____ Date _____

Contact Person of Organization: _____ Date _____

Contact Person of Organization: _____ Date _____

Maryland Service Star Awards

The Maryland Service Star Awards are presented each year to students across the state by the Maryland State Department of Education. Each district can send two students' names to receive statewide recognition for their accomplishments in the area of service-learning.

Each high school can nominate up to two students who should be recognized for their service to their community. The Service Star selection committee will determine the two finalists who will receive this honor and represent Dorchester County.

Requirements for the student:

1. Be nominated for the Service Star Award

2. Be a Junior or Senior in high school

3. Complete more than 100 hours of service-learning

4. Be an excellent role model for other students

5. Complete the questionnaire for Service Star nominees and return this to the person who nominated him/her by December 10.

Nomination forms and student questionnaires are due to Mrs. Vickers, Service Learning Coordinator, by December 15.

Service Star Nomination Form

Due December 20, 2008

Full Name: _____ Grade: _____

Home Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ E-mail: _____

Parent/Guardian Name(s): _____

Home Address: _____

City: _____ State: _____ Zip: _____

Work Phone: _____ Home Phone: _____

School: _____ Service Hours:_____

Nominating Faculty Person's Name: _____

Please provide a brief (100 words or less) description of each Service Star's experience and accomplishments as they relate to service/service-learning or describe one service/service-learning experience that most illustrates the nominee's service.. Make sure to include accurate details to substantiate the nomination.

_____
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Questionnaire for Maryland Service Star Nominee

Name _____ School _____

Answer the following three questions in your own handwriting. Return this form to the person who sponsored your nomination by December 10.

1. Describe the service activity that earned your nomination. Explain your role, the preparation for the project, and the effect your project had on the recipient.

_____

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2. Explain why you became involved with service activities.

_____

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3. Provide information about any further activities or information about yourself that you believe would inform the selection committee about your service to the community.

_____

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_____

Maryland Service Star
Nominee Questionnaire

Name: _____   **School:** _____

<u>Application</u>

	Lowest					Highest	
	1	2	3	4	5	6	7

1. From the nomination narrative, pick one service activity you participated in and describe the activity. Make sure to explain your role, what you had to do to prepare for the service, and the effect it had on the service recipient.

Rate the service activity in terms of quality and challenge of the project.

	Lowest					Highest	
Preparation	1	2	3	4	5	6	7
Action	1	2	3	4	5	6	7
Impact	1	2	3	4	5	6	7

2. Describe why you became involved with service activities.

Rate the response in terms of the intent to serve, future commitment, and understanding of the importance of service to the community.

	Lowest					Highest	
Intent to Serve	1	2	3	4	5	6	7
Commitment	1	2	3	4	5	6	7
Understanding	1	2	3	4	5	6	7

3. Provide information about any further service activities or information about yourself that you believe would inform the committee about your service to the community.

	Lowest					Highest	
	1	2	3	4	5	6	7

Total   56

8. Curriculum Units

Dorchester County Public Schools
Service-Learning Unit
"Supporting a Community Food Drive"

Primary Subjects: Social Studies, Health   **Grade Level:** 6th

Additional Subject Area Connections:
Art, Music, Language Arts

Unit Title:
Supporting a Community Food Drive

Type(s) of Service:
Indirect, Advocacy

Unit Description:
Students will apply their learning about communities in the past to their present day communities. They will help others obtain needed resources by sponsoring a food drive and packaging healthy meals for the recipients.

Service-Learning Action Experience:
Sponsor a food drive and package healthy meals.

Community Partners:
Dorchester Community Development Corporation
Salvation Army

VSC Indicators Met:

Social Studies:
4.0 Economics
A. Scarcity and Economic Decision-making
1. Explain that people made choices because resources relative to economic wants to goods and services [in the context of early world history]
a. Identify opportunity cost of economic decisions made by individuals and groups such as the decision to engage in trade

2. Analyze how scarce economic resources were used to satisfy economic wants [in early world history]
a. Identify ways people have used resources to meet economic wants such as domesticating agriculture

Health:
6.0 Nutrition and Fitness
A. Nutrition and Fitness
1. Identify and define functions of nutrients. (6th)
a. Identify and define the six major nutrient groups: Carbohydrate, Protein, Fat, Vitamins, Minerals, Water.
b. Identify food sources for each of the major nutrient groups.

4. Apply the Dietary Guidelines for Americans in meal planning. (7th)
b. Explain how to create a healthy meal plan using the Food Guide Pyramid and Dietary Guidelines for Americans.

Alignment with Maryland's Seven Best Practices of Service-Learning
"Supporting a Community Food Drive"

1. Meet a recognized community need in health, education, environment, or public safety
Students will read and reflect on periodicals focusing on human hunger. They will collect non-perishable food goods for people in their community that suffer from hunger and malnutrition.

2. Achieve curricular objectives through service-learning
Students will explain how societal and physical characteristics, such as joblessness, mental illness, and physical handicaps, effect peoples inabilities to provide for their basic, daily need for food.

3. Reflect throughout the service-learning experience
Students will write a reflective paper in response to articles that they have read. As a final project, students will create posters promoting awareness of and response to hunger in their community.

4. Develop student responsibility
Students will collect and bring into school non-perishable food items that will be turned over to the organization of their choosing (ex. Dorchester Community Development Corporation or the Salvation Army). All food that is collected will be distributed by said organization to people in need.

5. Establish community partnerships
Dorchester Community Development Corporation, 410-228-3600 or the Salvation Army, 410-228-2442, can discuss community needs with the class.

6. Plan ahead for service-learning
Teachers will contact organizations to determine current needs, process for packaging, and dates for organization to pick up food products.

7. Equip students with knowledge and skills needed for service
Students will learn about causes of hunger and solutions that help meet the basic nutritional needs of people in their community that suffer from hunger.

Procedures with Resources:
"Supporting a Community Food Drive"

Preparation:
1. Your class is studying ancient civilizations. Discuss communities in the present and past. What defines a community?
2. What happens if a community needs more resources? What are examples from history of actions to get more resources?
3. Were these resources needs or wants? What was the opportunity cost of some of these actions?
4. Identify present needs in your community.
5. Discuss reasons that community members are in need at this time. Determine if these needs had economic causes. Discuss current events that may have influenced these changes.
6. Discuss possible ways people could get more resources and the effects of these choices.
7. Research the organization that you will be helping with this service-learning project.
8. Discuss the use of the services from this organization as a way to meet the needs of the community.

Action:
- Design flyers to ask people for food donations for the organizations. Describe the types of items needed and the due date.
- Distribute flyers and advertise project on school announcements.
- Research the Dietary Guidelines for Americans and the Food Guide Pyramid.
- Collect food items from family members, church members, or others you know.
- Bring food items from collection bins
- Arrange food items into bags with a variety of items. Compose a healthy meal for the day by using the Dietary Guidelines for Americans and the Food Guide Pyramid.
- Include a drawing of the food pyramid that explains a balanced diet. Also include the menu for the meal with suggested items to add such as milk or fresh vegetables.

Reflection:
- Think about a way to communicate your service-learning projects that will help others contribute their service or donations to this cause. Select a method that best suits your talents. (See list below)
- Complete a Reflection Essay.
- Reflect and evaluate the effectiveness of the project by completing the *Best Practices Rubric*.

Interdisciplinary Connections for Reflection:

Art: Design posters to promote donations to the organization and display these in local stores.

Music: Compose a song, jingle, or rap about your service-learning experience. Perform your musical work for a class, on school announcements, or at an assembly.

Language Arts: Write a letter to the editor of the local newspaper explaining the importance of the organization and persuading readers to make donations.

Language Arts: Write a note to the recipients of the bag of food. Explain the service-learning project and how you hope it has made a difference in their lives.

Notes to Teacher:
- For multiple classes:
  - Each class can have a separate box for food items. The class with the most items can receive recognition.
  - When it is time to pack the bags, arrange the food so that each class will have a variety of items in order to build healthy meals.
- Students will work in cooperative groups to design healthy meals and package the bags. Each group member will have a different role such as Reader (reads information from guides), Manager (leads discussion, packs items into bags), Writer (menu), and Artist (food pyramid).
- For the reflection, students should re-group by interest (Art, Music, Language Arts).
- Students who are writing notes to include in the bags will each have a different bag.

Text References:
Journey Across Time, Glencoe, ©2008

Web Sites:
http://www.worldhunger.org/reduce.htm
http://www.bread.org/learn/hunger-basics/hunger-facts-domestic.html
http://en.wikipedia.org/wiki/Hunger
http://www.salvationarmyusa.org/usn/www_usn_2.nsf/vw-local/Home
http://apps.grassroots.org/shelter_links/2416.shtml

Name _____ Date _____

"Reflection Essay"

After you have completed your project, think about how the project has impacted others and helped you to appreciate the value of service. Write an essay on the topic of your service-learning project.
Include in your essay:
- The goal of your project
- How it met a community need
- Things that you learned
- The results of doing the project
- Why service-learning is important

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Service-Learning Unit
"Protecting the Local Environment"

Primary Subject: Science

Grade Level: 6th

Additional Subject Area Connections:
Social Studies, Art

Unit Title:
Protecting the Local Environment

Type(s) of Service:
Indirect, Advocacy

Unit Description:
Students help to protect the local environment by planting trees to form a buffer zone for the Blackwater River. The trees will also provide a wooded habitat for migratory birds in the future. Students will decorate paper bags with messages about protecting the environment. These will be given to local grocery stores to use on Earth Day.

Service-Learning Action Experience:
Plant a buffer zone at the refuge

Community Partners:
Blackwater National Wildlife Refuge

VSC Indicators Met:

6.0 Environmental Science
A. Natural Resources and Human Needs
(6th) 1. Recognize and compare how different parts of the world have varying amounts and types of natural resources and how the use of those resources impacts environmental quality.
a. Identify and describe how the natural change processes may be affected by human activities.
- Agriculture
- Beach preservation
- Mining
- Development/construction
- Stream/river alteration.
b. Identify and describe problems associated with obtaining, using, and distributing natural resources.
c. Identify possible solutions to problems associated with obtaining, using, and distributing natural resources.

(7th) 1. Recognize and explain the impact of a changing human population on the use of natural resources and on environmental quality.
a. Based on data identify and describe the positive and negative impacts of an increasing human population on the use of natural resources
b. Recognize and describe the decreasing dependence on local resources due to the impact of available transportation.

B. Environmental Issues
(6th) 1. Recognize and explain that human-caused changes have consequences for Maryland's environment as well as for other places and future times.
a. Identify and describe a range of local issues that have an impact on people in other places.
b. Recognize and describe how environmental change in one part of the world can have consequences for other parts of the world.
c. Identify and describe that ecosystems can be impacted by human activities.
- Protection of the Chesapeake Bay watershed
- Resource acquisition and use
- Land use decisions (agriculture, mining, and development)
- Recycling
- Use and disposal of toxic substances

Alignment with Maryland's Seven Best Practices of Service-Learning
"Protecting the Local Environment"

1. Meet a recognized community need in health, education, environment, or public safety
The Blackwater National Wildlife Refuge is in need of buffer zones to prevent soil erosion and provide habitat for migratory birds.

2. Achieve curricular objectives through service-learning
Students will recognize and explain that human-caused changes have consequences for Maryland's environment as well as for other places and future times.

3. Reflect throughout the service-learning experience
Students will reflect on what they learned and convey how the experience impacted them on a personal level and on a global level. They will discuss how these plantings will affect future generations of people, plants and animals.

4. Develop student responsibility
Prepare paper bags to be given to local grocery store (Center Market, Super Fresh etc.) to use on Earth Day.

5. Establish community partnerships
Blackwater National Wildlife Refuge will help to plan the field experience and action project.

6. Plan ahead for service-learning
Plan the field trip dates with BNWR. Complete paperwork for the field trip. Contact local grocery stores and obtain paper bags from them.

7. Equip students with knowledge and skills needed for service
Students will study the abiotic and biotic factors that have an environmental impact on an ecosystem. They will read about native and nonnative species and the need for wildlife refuges. They will learn about the importance of buffer zones in providing habitat and wildlife corridors and complete a scientific investigation proving the impact buffer zones have on water quality.

Procedures with Resources:
"Protecting the Local Environment"

Preparation:
1. Your class is studying Ecology and the local environment. Use a Landsat Satellite Maps of the Chesapeake Bay to locate Dorchester County on the satellite map and compare the features to other areas on the map.
2. Explain the decision for the location of BNWR. Identify potential dangers to BNWR and describe ways that we can protect the wildlife refuge.
3. Complete a scientific investigation about buffer zones. Construct a model of a land surface with a buffer zone, one with a partial buffer zone, and one with no buffer zone. Experiment to determine the amount of soil erosion from each land surface and the effect on water quality. Compare data and draw conclusions about preventing soil erosion.
4. Read for information in Science textbook about the need for wildlife refuges. Read the passage "Protecting the Environment." Explain findings and relate these to BNWR.

<u>Field experience at BNWR</u>
5. Obtain information about the purpose of BNWR and its impact on the local environment by viewing exhibits and reading for information at exhibits.
6. Observe features of the environment and organisms on the tour of Wildlife Drive. Describe examples of waterfowl management and marsh restoration and how these impact the local environment. Describe the health of the trees along the shoreline and suggest possible reasons for this.
7. Demonstrate correct use of a GPS unit. Locate a plot using the GPS unit. Explain the reasons GPS is important to field work in environmental science.
8. Plant native Loblolly Pine trees to create a buffer zone. Explain the importance of buffer zones and their impact on wildlife.

Action:
- Plant a tree in the specified manner to ensure its survival.
- Make observations about the local area and the location of the tree plantings. Describe reasons for the location of the tree plantings.
- Explain how trees can be used for a buffer zone and how the 6th grade tree plantings will help protect BNWR and living things in the local environment.
- Back in school, decorate paper bags with messages about protecting the environment and the importance of preserving BNWR. The bags will be given to local grocery stores to use on Earth Day.

Reflection:
- Write a letter to the editor of the local newspaper explaining the importance of Blackwater National Wildlife Refuge and persuading readers to protect the local environment.
- Complete a Reflection Essay.
- Reflect and evaluate the effectiveness of the project by completing the *Best Practices Rubric.*

Interdisciplinary Connections for Reflection:
Music: Compose a song, rap, or jingle to use as an ad on a local radio station to promote volunteerism.
Language Arts: Write a thank you letter to the staff and Friends of Blackwater.
Art: Create posters or brochures explaining the importance of buffer zones in improving water quality from rainwater runoff.

Text Reference:
Glencoe Science: Ecology, Glencoe, ©2005

Web Sites:
http://www.fws.gov/blackwater/
http://www.nature.org/wherewework/northamerica/states/maryland/volunteer/

Name _____ Date _____

"Reflection Essay"

After you have completed your project, think about how the project has impacted others and helped you to appreciate the value of service. Write an essay on the topic of your service-learning project.
Include in your essay:
- The goal of your project
- How it met a community need
- Things that you learned
- The results of doing the project
- Why service-learning is important

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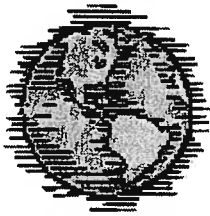
Dorchester County Public Schools

Service-Learning Unit
"Bullying"

Primary Subjects: Social Studies, Health   **Grade Level:** 7th

Additional Subject Area Connections:
Math, Language Arts

Unit Title: Bullying

Type(s) of Service: Advocacy

Unit Description: Students will study the Social Studies topics of protecting and maintaining order and conflict and compromise. They will extend this learning to their school environment and research anti-bullying programs in order to develop a plan to prevent bullying.

Service-Learning Action Experience:
Plan and implement a school-wide anti-bullying program.

Community Partners:
Character Counts
Dorchester County Health Department

VSC Indicators Met:

Social Studies (7th)
1.0 Political Science
C. Protecting Rights and Maintaining Order
2. Analyze how governments, organizations and policies around the world protect or fail to protect the rights of individuals and groups.

2.0 Peoples of the Nation and World
C. Conflict and Compromise
1. Analyze major sources of tension, cooperation, and conflict in the world and the efforts that have been made to address them.

Health (7th)
1.0 Mental and Emotional Health
A. Mental and Emotional Health
6. Recognize the nature of conflict and conflict-resolution
a. Identify sources and causes of conflict
b. Identify conflict resolution strategies.
c. Demonstrate refusal, negotiation, and collaboration skills, and conflict resolution strategies to avoid harmful situations to self and others.

5.0 Safety and Injury Prevention
2. Recognize contributors to harassment and intimidating behaviors.
a. Identify examples of harassment and intimidating behavior in the media.
d. Examine the influence of peer groups as they relate to harassing and intimidating behaviors.

3. Recognize various forms of harassment and intimidating behaviors. (6th)
a. Identify various factors (verbal/non-verbal) that constitute abuse, assault, harassment, and bullying (unwelcome, uncomfortable, one-sided, embarrassing, demeaning, repetitious, other)

Alignment with Maryland's Seven Best Practices of Service-Learning
"Bullying"

1. Meet a recognized community need in health, education, environment, or public safety
The service-learning unit will address the problem of bullying in school.

2. Achieve curricular objectives through service-learning
Students will analyze the nature of conflict and conflict-resolution and how governments, organizations and policies around the world protect or fail to protect the rights of individuals and groups. They will bring this learning to a personal level by examining the contributors to harassment and intimidating behaviors in their school environment.

3. Reflect throughout the service-learning experience
Reflection will occur throughout the project through discussion at each phase including planning and preparation, action and completion.

4. Develop student responsibility
Student committees will be formed to develop and complete the school wide plan.

5. Establish community partnerships
Character Counts and Dorchester County Health Department will provide information and guidance for the plan.

6. Plan ahead for service-learning
Students will determine the need and importance for a bullying program through analysis of data gathered at the school.

7. Equip students with knowledge and skills needed for service
Students will collect data and practice research skills in order to create a school-wide anti-bullying program. They will further discuss how governments, organizations and policies around the world protect or fail to protect the rights of individuals and groups.

Procedures with Resources:
"Bullying"

Preparation:
1. Introduce the service-learning project by discussing service-learning and citizenship and engaging students in activities to explore those themes. A resource to support this topic can be found at www.servicelearning.org/resources/bring_learning/
2. Ask students how governments, organizations and policies around the world protect or fail to protect the rights of individuals and groups.
3. Define bullying and have students identify various factors (verbal/non-verbal) that constitute abuse, assault, harassment, and bullying (unwelcome, uncomfortable, one-sided, embarrassing, demeaning, repetitious, etc.).
4. Students should keep a journal of all harassing or intimidating behaviors they hear or observe during one week. They will analyze the collected data to use in planning the program and share these results with the administration.
5. Research bullying and cyber-bullying programs. Operation Respect is an organization with resources intended to help sensitize children to the painful effects of behaviors that too often are accepted as necessary rites of passage in childhood - ridicule, disrespect, ostracism and bullying. DLAM (don't laugh at me) helps students learn that by working together they can positively shape their school environment and eventually bring this message to the broader community.
6. Students will use data collected at their own school and research to analyze bullying statistics.

Action:
- Based on research and data analysis, students will design an action plan with a timeline for the implementation of an anti-bullying program for the school. Students will divide into subcommittees according to their interests for developing the plan.
- Implement the bullying program within the school. The program could include: bullying assembly or speakers, posters, parent involvement, non-bully reward system, peer teaching, discussions, etc.
- Regularly evaluate the success of the implementation of the program and adjust the plan accordingly.

Reflection:
- Ongoing reflection will take place with discussion throughout the project.
- Complete a Reflection Essay.
- Reflect and evaluate the effectiveness of the project by completing the *Best Practices Rubric.*

Interdisciplinary Connections for Reflection:
Math: Record the incidents of bullying each month and graph the results. Analyze the trends in the data to reflect on the differences in occurrences during different seasons, around holidays, etc.
Art: Design posters to prevent bullying and send one to each high school and middle school.
Music: Compose a song, jingle, or rap about your service-learning experience. Perform your musical work for a class, on school announcements, or at an assembly.

Text References: *The World and its People,* Glencoe, ©2005

Web Sites:
www.cnnstudentnews.cnn.com/2001/fyi/lesson.plans/03/08/bullying/
www.cnnstudentnews.cnn.com/2001/fyi/news/03/08/bullying/
www.educationworld.com/a_admin/admin/admin117.shtml
www.cfchildren.org/cfc/strf/str/strindex/
www.lifespan.org/services/childhealth/parenting/bullying.htm
http://www.amazon.com/Perfect-Targets-Bullying-Practical-Solutions-Surviving/dp/1931282188
http://www.stopbullyingnow.hrsa.gov/index.asp?area=main
http://mentalhealth.samhsa.gov/15plus/aboutbullying.asp
www.mdservice-learning.org
www.operationrespect.org/educators/overview.php
www.bullypolice.org
http://www.clemson.edu/olweus/
www.en.wikipedia.org/wiki/Bullying
http://www.marylandpublicschools.org/msde/divisions/studentschoolsvcs/student_services_alt/bullying
www.servicelearning.org/resources/bring_learning/

Name _____ Date _____

"Reflection Essay"

After you have completed your project, think about how the project has impacted others and helped you to appreciate the value of service. Write an essay on the topic of your service-learning project.
Include in your essay:
- The goal of your project
- How it met a community need
- Things that you learned
- The results of doing the project
- Why service-learning is important

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Dorchester County Public Schools

Service-Learning Unit
"Preservation of Aquatic Life in the Bay"

Primary Subject: Science

Grade Level: 7th

Additional Subject Area Connections:
Health, Math, Social Studies, Art, Language Arts

Unit Title: Preservation of Aquatic Life in the Bay

Type(s) of Service: Indirect and Advocacy

Unit Description: After determining the health of local waters, students will inform the public about ways to improve and maintain good water quality that will benefit aquatic life.

Service-Learning Action Experience:
Create flyers, brochures, and posters to distribute in local businesses.

Community Partners:
Horn Point Environmental Laboratory

VSC Indicators Met:

3.0 LIFE SCIENCE
A. Diversity of Life (7th)
1. Compile evidence to verify the claim of biologists that the features of organisms connect or differentiate them—these include external and internal structures (features) and processes.
b. Identify general distinctions among organisms that support classifying some things as plants, some as animals, and some that do not fit neatly into either group.
c. Use analogies, models, or drawings to represent that animals and plants have a great variety of body plans and internal structures that define the way they live, grow, survive, and reproduce.

E. Flow of Matter and Energy (7th)
1. Explain that the transfer and transformation of matter and energy links organisms to one another and to their physical setting.
b. Cite evidence from research and observations that organisms that eat plants or animals break down what they have consumed (food) to produce the materials and energy they need to survive or store for later use.
c. Investigate and describe the processes that enable plants to use the energy from light to make sugars (food) from carbon dioxide and water.

6.0 ENVIRONMENTAL SCIENCE (8th)
B. Environmental Issues

1. Recognize and explain how human activities can accelerate or magnify many naturally occurring changes.

a. Based on data from research identify and describe how natural processes change the environment.
- Cyclic climate change
- Sedimentation in watersheds
- Population cycles
- Extinction
b. Identify and describe how human activities produce changes in natural processes:
- Climate change
- Loss of habitat
- Introduction of nonnative species
- Cycling of matter

Alignment with Maryland's Seven Best Practices of Service-Learning
"Preservation of Aquatic Life in the Bay"

1. Meet a recognized community need in health, education, environment, or public safety
The Chesapeake Bay is endangered and there is declining aquatic life in it due to its water quality. Dorchester County has miles of shoreline on the Bay and two major rivers in its watershed.

2. Achieve curricular objectives through service-learning
Students will collect and evaluate water quality data from local waterways. They will be able to explain the interdependence between aquatic life and the biotic and abiotic factors of the Chesapeake Bay region.

3. Reflect throughout the service-learning experience
Reflection will occur throughout the project through discussion at each phase including planning and preparation, action and completion.

4. Develop student responsibility
Students will sponsor a public awareness campaign by creating pamphlets, brochures, and posters that explain the effects of water pollution and solutions to prevent this. These will be distributed to local businesses and community members.

5. Establish community partnerships
Horn Point Environmental Laboratory will provide the field experience to obtain water samples and test the health of aquatic life from each sampled area.

6. Plan ahead for service-learning
Teachers will arrange a fieldtrip to HPEL and share local water quality data with the teachers at the other middle schools.

7. Equip students with knowledge and skills needed for service
Students will learn the causes of pollution that negatively affect aquatic life and research solutions to protect it. They will learn how to educate others on the importance of preservation of life in the Bay.

Procedures with Resources:
"Preservation of Aquatic Life in the Bay"

Preparation:
1. Review the structure of plants and the process of photosynthesis.
2. Review the biotic and abiotic factors of the Chesapeake Bay region.
3. Research the benefits of Submerged Aquatic Vegetation (SAV) and how it affects the health of the Chesapeake Bay.
4. Research water pollution and its negative effect on SAV and corresponding effects on the aquatic life in the Bay.
5. Test bodies of water around the school and share this data with other schools. Test for nitrates, phosphates, turbidity, and the pH.
6. Complete the handout "How Healthy Is Your Water" for each water sample. Analyze the results and determine the health of these tributaries of the Bay.
7. Complete advanced water quality studies at Horn Point Lab. Determine the effect of water quality on photosynthesis and respiration.

Action:
- Design and distribute flyers, brochures, and posters to educate people on the effects of pollution in local waterways and the negative effect on aquatic life in the Bay. Offer suggestions for practices that will help improve water quality.

Reflection:
- Discuss the need for preservation of aquatic life before, during, and after your action experience.
- Complete a Reflection Essay.
- Reflect and evaluate the effectiveness of the project by completing the *Best Practices Rubric.*

Interdisciplinary Connections for Reflection:
Art: Create a display of photographs that highlight the beauty of the Bay and its life. Explain the importance of water quality in a display card.
Music: Compose a song, jingle, or rap about your service-learning experience. Perform your musical work for a class, on school announcements, or at an assembly.
Language Arts: Write a letter to the editor of the local newspaper explaining the importance of your service-learning project.

Text Reference:

Glencoe Science: From Bacteria to Plants & Animal Diversity, Glencoe, ©2005

Web Sites:

http://school.discoveryeducation.com/lessonplans/programs/aquatichabitats/
http://chool.discoveryeducation.com/lessonplans/programs/freshwater/index.html
http://hpl.umces.edu/
http://www.tourdorchester.org/event.php?eventid=325
http://www.bcps.org/offices/lis/models/savorm2/teanotes.htm
http://www.swfwmd.state.fl.us/education/kids/watermonitoring/index.html
http://en.wikipedia.org/wiki/Water_quality_monitoring

Name: _____ Teacher: _____

How Healthy Is Your Water?

Location of Water Sample: _____

Date: _____ Time: _____ (of water collection)

Weather conditions at the site for the last 24 hours:

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Problem Solving Chart

What do I know?	What do I need to know?	What do I need to do?

Name _____ Date _____

"Reflection Essay"

After you have completed your project, think about how the project has impacted others and helped you to appreciate the value of service. Write an essay on the topic of your service-learning project.
Include in your essay:
- The goal of your project
- How it met a community need
- Things that you learned
- The results of doing the project
- Why service-learning is important

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Dorchester County Public Schools

Service-Learning Unit
"Voting Counts"

Primary Subject: Social Studies

Grade Level: 8th grade

Additional Subject Area Connections:
Art, Language Arts, Math

Unit Title: Voting Counts

Type(s) of Service: Advocacy

Unit Description:
Students will research voter turnout in Dorchester County. They will encourage the adult population to participate in the local, state, and national government by voting in the next election.

Service-Learning Action Experience:
Design posters to promote voter turn out and display these in local businesses.

Community Partners:
League of Women Voters of Mid-shore Maryland
Dorchester County Board of Elections

VSC Indicators Met:

Social Studies (8th)

1.0 Political Science

B. Individual and group participation in the Political System
1. Analyze the influence of individuals and groups on shaping public policy
c. Evaluate ways the citizens should use, monitor and influence the formation and implementation of public policy.

2. Explain the importance of civic participation as a citizen of the United States
a. Evaluate ways people can participate in the political process including voting, analyzing the media, petitioning elected officials, and volunteering.

6.0 Social Studies Skills and Processes

2. Identify a situation/issue that requires further study

a. Define the situation/issue
b. Identify prior knowledge about the situation/issue
c. Pose questions about the situation/issue from a variety of perspectives
d. Pose questions that elicit higher order thinking responses
e. Formulate research questions
f. Develop a plan for how to answer questions about the situation/issue

Alignment with Maryland's Seven Best Practices of Service-Learning
"Voting Counts"

1. Meet a recognized community need in health, education, environment, or public safety
There is a need to increase awareness of voting as a civic responsibility and to increase voter turnout in Dorchester County.

2. Achieve curricular objectives through service-learning
Students will evaluate ways people can participate in the political process including voting, analyzing the media, petitioning elected officials, and volunteering. They will develop a plan for how to answer questions about the local voter turnout.

3. Reflect throughout the service-learning experience
Reflection will occur through discussion, analyzing survey results, researching data, conversations with community members and a written analysis of these experiences at the completion of the project.

4. Develop student responsibility
Students gather, compile and discuss local voting data to determine the specific needs of the community. Each student designs a poster to promote voting and makes contact with community businesses or organizations to publicize the issue.

5. Establish community partnerships
Data and consultation will be provided by the League of Women Voters of Mid-shore Maryland in Dorchester County and the Dorchester County Board of Elections.

6. Plan ahead for service-learning
Enlist the assistance of other teachers in the school as needed. Contact the community partners for recent data and publications. Arrange for guest speakers. Have students contact local businesses and organizations to plan for the poster placement in the community.

7. Equip students with knowledge and skills needed for service
Students will practice and implement research skills and communicate with local businesses as they learn how voting can impact a community.

Procedures with Resources:
"Voting Counts"

Preparation:
1. Introduce the service-learning project by discussing service-learning and citizenship and engaging in activities to explore those themes. A resource to support this topic can be found at www.servicelearning.org/resources/bring_learning/
2. Read, answer questions and discuss *The History of the Vote* by Phyllis Naegeli. http://www.edhelperblog.com/cgi-bin/vspec.cgi
3. Have students brainstorm a list of why voting is important.
4. Practice filling in a voter registration form with students.
5. Have students take home a voter survey to discuss to complete with their parents.
6. Tally the surveys and discuss results.
7. Research the county voting data to determine local voting turnout.
8. Complete rough draft of ideas for voting poster. Check for spelling errors and understanding of concept.
9. Develop a list of several businesses or organizations you would like to contact to display your poster.
10. Have students begin contacting businesses to ask permission to publicize the poster until the next election.

Action:
- Create a poster that promotes voter turnout and emphasizes the importance of citizenship and civic duty.
- Display the poster in the business or community organization that was previously contacted. Have the business owner/organization sign a letter that the poster was displayed.
- With teacher approval, students can do an alternative project such as a public service announcement, speaking at the P.A.T. meeting, etc.

Reflection:
- Ongoing reflection throughout the project will reinforce the significance of citizenship and civic duty.
- Discuss the impact of the project and what students have learned through service-learning.

- Complete a Reflection Essay.
- Reflect and evaluate the effectiveness of the project by completing the *Best Practices Rubric.*

Interdisciplinary Connections for Reflection:
Math: Create alternative statistical displays of the data for voter turnout. Decide which type of display best represents the need for increased voting.
Music: Compose a jingle, rap, or song that can be used in the publicity campaign to promote voter turnout.

Text Reference: *The American Republic to 1877,* Glencoe, © 2007

Web Sites:
http://www.edhelperblog.com/cgi-bin/vspec.cgi
www.elections.state.md.us/
www.midshore.lwvmd.org

Name _____ Date _____

"Reflection Essay"

After you have completed your project, think about how the project has impacted others and helped you to appreciate the value of service. Write an essay on the topic of your service-learning project.

Include in your essay:
- The goal of your project
- How it met a community need
- Things that you learned
- The results of doing the project
- Why service-learning is important

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Dorchester County Public Schools

Service-Learning Unit
"Vehicle Safety"

Primary Subject: Science

Grade Level: 8th

Additional Subject Area Connections:
Health, Math, Language Arts

Unit Title: Vehicle Safety

Type(s) of Service: Advocacy

Unit Description: While students are studying the interactions of force and motion, they will research the impact of safety belts and child restraints on human fatalities. The students will then develop and implement a plan to promote the use of vehicle safety devices in their community.

Service-Learning Action Experience:
Develop brochures to distribute to community members to encourage the proper use of safety belts and child restraints.

Community Partners:
Maryland Kids in Safety Seats

VSC Indicators Met:

Science

5.0 Physics
A. Mechanics
2. Identify and relate formal ideas (Newton's Laws) about the interaction of force and motion to real world experiences.
b. Demonstrate and explain, through a variety of examples, that moving objects will stay in motion at the same speed and in the same direction unless acted on by an unbalanced force.

Health
3.0 Personal and Consumer Health
A. Personal and Consumer Health
2. Demonstrate the ability to identify and practice health enhancing behaviors and reduce health risks to live safer, healthier lives.

5.0 Safety and Injury Prevention- Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

Alignment with Maryland's Seven Best Practices of Service-Learning
"Vehicle Safety"

1. Meet a recognized community need in health, education, environment, or public safety
There are new vehicle safety requirements for the state of Maryland effective June 30, 2008. Students will notify the community of laws effecting seat belt use and child car restraints and inform them of the importance of vehicle safety.

2. Achieve curricular objectives through service-learning
Students will explain that moving objects will stay in motion at the same speed and in the same direction unless acted on by an unbalanced force. They will use the laws of Physics to explain the need for safety belts and child restraints.

3. Reflect throughout the service-learning experience
Reflection will occur throughout all parts of the service-learning project including preparation and action as well as the reflection.

4. Develop student responsibility
Students will develop an organized plan for safely collecting data in the school parking lot. Students will discuss the plan with administrators, teachers, parents and community agencies. They will create brochures to distribute that promote vehicle safety.

5. Establish community partnerships
Contact Maryland Kids in Safety Seats, Dorchester County Sheriff's Office, and Maryland State Police for materials and assistance with the project.

6. Plan ahead for service-learning
Plan a schedule for students to distribute brochures at morning drop off and afternoon pick up times and obtain approval from the administration. Notify teachers of the upcoming project. Contact guest speakers for the class.

7. Equip students with knowledge and skills needed for service
Students will complete independent research; collect, organize, and interpret data; and apply their knowledge of Physics to demonstrate the need for vehicle safety devices.

Procedures with Resources:
"Vehicle Safety"

Preparation:

1. Review the components and purpose of service-learning.
2. Discuss the new vehicle safety requirements for the state of Maryland. Effective June 30, 2008, Maryland law requires children to be in a car seat or booster seat until their 8th birthday unless they weigh more than 65 pounds or are 4'9" or taller. The law further states that the car seat must fit the child by age, height and weight, and the child must be secured in the seat and vehicle according to the instructions of the vehicle and car seat manufacturers.
3. As students are learning about the laws of motion, speed, velocity and acceleration they will perform investigations to demonstrate that objects or people stay in motion during a car crash.
4. Have students research and collect data on injuries sustained in accidents involving passengers with and without the use of safety belts and child restraints. Discuss the relationship between the use of safety equipment and injuries sustained in accidents.
5. Students will develop an organized plan for safely collecting data in the school parking lot in order to determine the number of cars that have the proper safety restraints for passengers.
6. Present the plan to the Principal for approval.
7. Distribute copies of the plan to the teachers after it is approved.

Action
- Students will collect data on the use of safety belts and child restraints in school parking lot during morning drop off and afternoon pick up.
- Students will develop brochures to pass out to community members to encourage the use of safety belts and child restraints.
- Students will collect data again after distributing brochures to determine the impact of providing the information to the community.

Reflection:
- Prepare data displays that show the use of proper safety devices at the school. Discuss these findings as a class. What further steps can be taken to improve the results?
- Complete a Reflection Essay.

- Reflect and evaluate the effectiveness of the project by completing the *Best Practices Rubric.*

Interdisciplinary Connections for Reflection:
Art: Create posters promoting vehicle safety that will be displayed in local businesses and on school grounds.
Math: Prepare statistical displays that compare injuries and fatalities with the use of proper safety devices. Include these on the posters that will be distributed.
Music: Compose a song, jingle, or rap that promotes vehicle safety. Perform this on the school announcements, at an assembly, or send a copy to the radio station.
Language Arts: Write a letter to the editor of the local newspaper promoting vehicle safety.

Text References:
Glencoe Science: Motion, Forces and Energy, Glencoe, ©2005

Web Sites:
http://www.sha.state.md.us/Safety/oots/trafficsignalsandlaws/childpas.asp
http://www.iihs.org/ratings/head_restraints/head_restraint_info.html
http://www.car-safety.org/faq.html
http://www.pp.okstate.edu/ehs/kopykit/SEATBELT.HTM
http://www.car-accidents.com/pages/seat_belts.html
http://hyperphysics.phy-astr.gsu.edu/Hbase/seatb.html
http://www.nhtsa.gov/portal/site/nhtsa/menuitem.ce4a601cdfe97fc239d17110cba046a0/
http://nielsenhayden.com/makinglight/archives/008845.html

Name _____ Date _____

"Reflection Essay"

After you have completed your project, think about how the project has impacted others and helped you to appreciate the value of service. Write an essay on the topic of your service-learning project.
Include in your essay:
- The goal of your project
- How it met a community need
- Things that you learned
- The results of doing the project
- Why service-learning is important

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Dorchester County Public Schools

<u>Service-Learning Unit</u>
"Historical Site Awareness and Preservation"

Primary Subject: U.S. History

Grade Level: 9th

Additional Subject Area Connections:
English, Art

Unit Title: Historical Site Awareness and Preservation

Type(s) of Service:
Advocacy

Unit Description:
Students will explain the importance of preserving local historical sites. This understanding will come from site visits and coursework in U.S. History. They will advocate community involvement and support for this cause.

Service-Learning Action Experience:
Design brochures or pamphlets to distribute to local citizens.

Community Partners:
Richardson Maritime Museum
Historical Society of Dorchester County
Dorchester County Board of Tourism

VSC Indicators Met:

U.S. History (9th)
Unit 3 The Birth of Modern America

2. Describe the relationship between industrialization and urbanization, such as increased socio-economic stratification, innovations in technology and transportation on urban life

a. Analyze the causes of industrialization including improved use of resources, technology, labor, capital and transportation networks

c. Describe new technologies and inventions in agriculture, transportation, communication, manufacturing and the impact on individuals, groups and regions

3. Examine the economic, political and social impact of industrialization (5.1.3).

b. Evaluate the impact of industrialization on regional development, settlement patterns and quality of life

e. Describe the relationship between industrialization and urbanization, such as increased socio-economic stratification, innovations in technology and transportation on urban life

Alignment with Maryland's Seven Best Practices of Service-Learning
"Historical Site Awareness and Preservation"

1. Meet a recognized community need in health, education, environment, or public safety
Local organizations want to pass on to the next generation the appreciation for history and the importance of preserving sites and artifacts that tell the story of the past. There is also a need for volunteers to keep these organizations going.

2. Achieve curricular objectives through service-learning
Students will describe how new technologies and inventions in transportation, communication, and manufacturing had an impact on individuals and groups in Maryland and the United States.

3. Reflect throughout the service-learning experience
Throughout the project students will engage in class discussions about their involvement in educating citizens about the preservation of local historical sites.

4. Develop student responsibility
Students will create pamphlets or brochures to illustrate the importance of preserving local historical sites. The students will distribute these to local citizens in order to promote this cause.

5. Establish community partnerships
Richardson Maritime Museum, the Historical Society of Dorchester County, and the Dorchester County Board of Tourism can provide materials and information for the service-learning project.

6. Plan ahead for service-learning
Teachers will arrange a field trip to a site so that students will actually experience local history. Contact the Dorchester County Department of Tourism for the most effective distribution of brochures.

7. Equip students with knowledge and skills needed for service
Students will use their first hand experiences to create accurate and engaging brochures or pamphlets.

Procedures with Resources:

"Historical Site Awareness and Preservation"

Preparation:
Field Trip:
U.S. History teachers have met with representatives from the Richardson Maritime Museum, Ruark Boatworks and the Brannock Maritime Museum. During this meeting, they were educated on the facilities and offerings of the establishments. This service-learning unit will use those sites as an example, but other local historical sites can also be used.

Teachers will contact local organizations in order to schedule class trips or activities that will provide background for the student's service-learning project. A sample field trip would use the following plan.

- 3 groups of 20 (or less) students will complete a rotation of the Richardson Maritime Museum (RMM), Ruark Boatworks (RB) and the Brannock Maritime Museum (BMM).
- The rotation will include one group at the RMM and two groups at the RB and the BMM.
- If available, an extra station may include a short trip on *The Dove* or *The Nathan*. Each vessel can accommodate no more than 20 students and 4 chaperones. With the extra station the group size can be 80 students with 20 at each site.

Create a Power Point of digital photographs taken on the trip. Include descriptions and historical information in the text of the Power Point. This can be used as a virtual field trip for students or classes that were not able to visit the sites. Video clips can also be used. (Note: Students could choose to do this for a Senior Honors Project.)

Classwork:
1. Begin the service-learning unit with a class discussion. Tell students they will create a time capsule to open during their senior year. Brainstorm a list of items they would like to include. Ask why these items were important to them. What would happen if we did not save things?
2. Have students describe a time period that is interesting to them. Discuss a historical person that they admire. How do we know about these times and people's lives?

3. Discuss historical sites or artifacts that they may have seen. Provide an actual artifact or replica of one. Why are these things interesting? What if they had not been saved and passed down to the present time?

4. After the fire in downtown Cambridge in the winter of 2008, local organizations worked to preserve the building fronts of two historical buildings. Why was this important?

5. Explain to students that there are organizations and individuals in Dorchester County that need their help to preserve the local history for future generations. Some of the elderly individuals are very concerned that their work will be continued. All of the organizations have a need for volunteers.

6. Have each student bring in an item for the time capsule or a photograph of something they would like to include. The time capsule can be stored in a location such as the media center until 12th grade.

7. Take the field trip to a local historical site, or provide a virtual field trip for the class to experience.

8. Have students research this site and other historical sites in Dorchester County. They should include the events in U.S. History that are associated with the site. What was the historical context when the site was developed?

9. Each student will select a site to use for their brochure or pamphlet.

Action:
- Students will create brochures or pamphlets that will educate local residents about the historical significance and small town charm that the sites have to offer. The brochures will also promote volunteerism and relate the importance of preserving historical sites.
- Distribute brochures to local businesses, offices, and other schools.

Reflection:
- Discuss the importance of the preservation of local historical sites.
- Brainstorm different ways in which educating individuals about certain issues or actions can positively affect their community involvement.
- Complete a Reflection Essay.
- Reflect and evaluate the effectiveness of the project by completing the *Best Practices Rubric.*

Interdisciplinary Connections for Reflection:
English: Write a letter to the editor of the local newspaper explaining the importance of informing citizens about local historical sites and how their involvement can assist with the preservation of these sites.
Geography: Analyze how local geographical features impacted the economy and cultural development of Dorchester County.

Text References:
The American Republic Since 1877, Glencoe, ©2008

Web Sites:
http://www.tourdorchester.org/
http://www.richardsonmuseum.org/

Name _____ Date _____

"Reflection Essay"

After you have completed your project, think about how the project has impacted others and helped you to appreciate the value of service. Write an essay on the topic of your service-learning project.
Include in your essay:
- The goal of your project
- How it met a community need
- Things that you learned
- The results of doing the project
- Why service-learning is important

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Dorchester County Public Schools

Service-Learning Unit
"Voter Participation"

Primary Subject: Government

Grade Level: 10th

Additional Subject Area Connections:
Math, Art, English

Unit Title: Voter Participation

Type(s) of Service:
Indirect, Advocacy

Unit Description:
Students will demonstrate understanding of the structure and functions of government and politics in the United States. They will evaluate the trends in civic engagement and promote increased participation in local government by voting.

Service-Learning Action Experience:
Design posters or pamphlets and distribute these in local businesses and office buildings.

Community Partners:
Dorchester County
State Board of Elections

VSC Indicators Met:

Government (10th)
Unit 7 Participation in Government

1.0 Individual and Group Participation in the Political System

A. The student will explain roles and analyze strategies individuals or groups may use to initiate change in governmental policy and institutions (1.1.4).

g. Describe how citizens, candidates, campaigns and campaign financing influence the political process in the United States

h. Analyze the roles of participants in the election process including voting, contributing, and electioneering

i. Analyze how citizens make informed decisions regarding candidates, issues, and policies

j. Describe the importance of being informed on civic issues, volunteering and public service

k. Analyze various methods that individuals or groups may use to influence laws and governmental policies including petitioning, letter writing and acts of civil disobedience.

Alignment with Maryland's Seven Best Practices of Service-Learning
"Voter Participation"

1. Meet a recognized community need in health, education, environment, or public safety
The students will develop their project based on their research of voter turnout in the past five elections in the United States. Furthermore, students will focus on local voting results of their community in order to present their final product.

2. Achieve curricular objectives through service-learning
Analyze the roles of participants in the election process including voting, contributing, and electioneering.

3. Reflect throughout the service-learning experience
Students will engage in class discussions about their research and the importance of an educated electorate. Students will also receive feedback from the local State Board of Elections.

4. Develop student responsibility
Students will create educational posters and pamphlets in order to illustrate the history, importance and profound impact of voting in the United States. They will distribute these to local businesses and office buildings.

5. Establish community partnerships
Materials and assistance can be obtained from Dorchester County State Board of Elections, Karen Kuntz, at 410-228-2560.

6. Plan ahead for service-learning
Teachers will contact local business owners about the distribution of the posters and pamphlets. It would be ideal to contact the official municipal buildings in the local area.

7. Equip students with knowledge and skills needed for service
Students will practice and implement research skills and see how active voters can impact a community.

Procedures with Resources:
"Voter Participation"

Preparation:

1. Government classes will study and analyze the strategies and roles that individuals or groups may use to initiate change in governmental policy and institutions with an emphasis on voting.

2. Research the role that the State Board of Elections plays in data collection and analysis.

3. Research different events in voting history where upon the voters affected the election in an unusual or surprising manner (such as Dewey defeating Truman).

4. Students will identify and discuss local issues in recent years that have been decided by voters.

5. Interview someone who has been or is currently involved with local or state politics. Through this interview, students will gain a better understanding of how the political process affects individuals.

6. Teachers will be responsible for contacting Karen Kuntz at the Dorchester County Board of Elections in order to schedule a meeting that will enhance the development of the service-learning project.

Action:
- Create posters or pamphlets that explain the importance of voting and encourage voter turnout and participation in the local, state and national elections.
- Distribute posters and pamphlets to local businesses and offices.

Reflection:
- Discuss the importance of voter turnout and the impact it has in the political arena.
- Brainstorm different ways in which educating individuals or groups on certain issues or actions can positively affect their awareness and involvement in government.
- Complete a Reflection Essay.
- Reflect and evaluate the effectiveness of the project by completing the *Best Practices Rubric*.

Interdisciplinary Connections for Reflection:
History and Geography: Analyze historical demographic and geographic data and hypothesize how it has affected the outcome of elections.
Math: Prepare statistical displays that show trends in voter participation. Include these on the posters that will be distributed.
English: Write a letter to the editor of the local newspaper explaining the importance of an educated citizenry participating in their democracy.
Music: Compose a song, jingle, or rap that promotes local voter turnout. Perform this on the school announcements, at an assembly, or send a copy to the radio station.

Text References:
United States Government: Democracy in Action, Glencoe, ©2008

Web Site:
http://elections.state.md.us

Name _____ Date _____

"Reflection Essay"

After you have completed your project, think about how the project has impacted others and helped you to appreciate the value of service. Write an essay on the topic of your service-learning project.

Include in your essay:

- The goal of your project
- How it met a community need
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